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ABSTRACT

This guide is designed to stimulate career guidance program development. It provides an analysis of current information and organizes this information according to various program development areas. Ultimately, the guide is intended to help a school or community group design a career program tailored to its own needs. (Author/PC)

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INFORMATION ANALYSIS AND TARGETED COMMUNICATIONS PROGRAM FOR IMPROVING THE QUALITY AND EXPANDING THE AMOUNT OF OCCUPATIONAL EXPLORATION AND CAREER PLANNING

A GUIDE TO DEVELOPING CAREER GUIDANCE PROGRAMS KINDERGARDEN THROUGH POST HIGH SCHOOL

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Preface

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Unlike some research projects which proceed in scholarly seclusion this project involved innumerable face to face and mail contacts with other people interested in the career development and career guidance areas. A major tenet of our project has been to synthesize and build upon the developmental efforts of others. Therefore, it is important that we acknowledge the work of many counselors and vocational educators whose prior research and development activities were of enormous value to us. In many ways it was reassuring to note the amount and quality of career guidance development in activity which we were able to identify

A major part of our project was to develop objectives for the different grade levels. In this task we were considerably aided by a large group of counselors representing many levels and areas who reviewed and contributed to the objectives. We would be remiss not to identify them. John Bayerl, Robert Campbell, Edmund Gordon, Lorraine Hansen, Jerry Kabet, Janet Kahn, George Leonard, Stuart Packard, Ronald Pollack, Harry Smallenberg, Steven Stahlsmith, Dan Sunderman, John Webber, Robert Williams.

We feel a special sense of appreciation for the excellent supplementary research support of Bonnie Alcumbrack and Barbara Gilmour who devoted long hours to completing the project.

No listing of those who contributed to the research would be complete without an expression of appreciation for the man who has created the educational environment that has made it possible to conduct research, Dean Wilbur Cohen.

Garry R. Walz
Juliet V. Miller

A GUIDE TO DEVELOPING CAREER GUIDANCE PROGRAMS
KINDERGARTEN THROUGH POST HIGH SCHOOL

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A GUIDE TO DEVELOPING CAREER GUIDANCE PROGRAMS
KINDERGARTEN THROUGH POST HIGH SCHOOL

CHAPTER I

Introduction

The emphasis on the career guidance component of the guidance program is becoming increasingly strong because of several social and educational developments. Motivation for improving career guidance services has resulted because of: (1) new developments in vocational education which have increased the variety of training experiences open to youth; (2) rapid social and economic changes which increase the importance of sound occupational exploration and vocational planning skills; (3) recent attention to the educational needs of special student groups such as disadvantaged youth and girls and (4) innovative developments in other educational areas which have direct application to career guidance. The time is ripe for all school staffs, elementary through post high school, to evaluate their career guidance program in light of new information about career development, the needs of special student groups, innovative educational methods and resources, and new staffing patterns.

What are the Goals of the Guide?

This guide is designed to stimulate career guidance program development. It provides an analysis of current information which is relevant to developing strong career guidance programs and organizes this information according to various program development areas. The guide is intended to help various school and community groups identify the steps needed in program development, retrieve information needed for program development and, ultimately, design a career guidance program tailored to the needs of their own school. Specific goals are:

To suggest specific procedures for assessing the current career guidance efforts in a school.

To provide a framework for analyzing the characteristics of the students, school, community and learning climate, and to suggest ways of using this information in program design and implementation.

To present behavioral objectives for career guidance which are based on vocational development research and theory, and to suggest ways of modifying these objectives for particular student populations and school settings.

To describe a number of career guidance methods and activities which can be used to achieve program objectives.

To describe possible staffing patterns including the use of teachers, students, community volunteers, paraprofessionals and teachers in career guidance roles.

To suggest strategies for program design, implementation, evaluation and renewal.

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Who Can Use the Guide?

If career guidance efforts are to be successful, a number of school and community groups need information related to career guidance. This guide can provide needed information for the following groups:

Guidance Personnel - Since the guidance staff usually has major responsibility for career guidance program development, the guide will be of primary interest to them. The guide will help the guidance staff set objectives, design guidance actities, involve school staff and implement the total program.

Administrative Staff - Administrative personnel are a second highly influential group in the development of career guidance programs. This group is often faced with the dilemma of reconciling "what ought to be" with "what can be". This guide will help administrative staff inventory the current career development status of students in their school and will suggest resource utilization patterns which can facilitate career guidance program improvement.

Teaching Staff - The teaching staff has a vital role in career guidance Although this guide is primarily designed to facilitate total career guidance program development, it can also provide important information for the individual classroom teacher. The guide provides a basis for evaluating classroom career guidance experiences and offers suggestions for possible learning activities and resources.

Community Groups - Increasingly, community members are expressing a vital concern for the nature of educational programs. This guide can provide a basis for helping community groups better understand the nature of career guidance programs and the educational benefits of such programs.

Why the Guide Was Developed

This guide was developed to provide a basis for strengthening career guidance programs. Several underlying premises have governed its development.

Career guidance is an on-going educational process. This process begins at birth and continues throughout life. Therefore, it is important to design educational experiences which will facilitate optimal career development for students of all ages. This implies that it is possible to specify student behaviors which can be expected at various educational levels. These expected behaviors become program goals, and guidance activities can be designed to facilitate the development of these behaviors.

Career guidance must be a total school effort. It is clear that many past efforts in career guidance have failed becauce guidance activities were not an integral part of the on-going educational process. If optimal career development is the goal, then the total resources of the school must be involved in career guidance efforts.

The development of high quality career guidance programs requires current information about available career guidance resources, activities and materials. Designing new programs requires a considerable amount of staff time. Often program development does not occur because people are too busy. One way of reducing the amount of time needed for program planning is to provide fast, effective ways of learning about what others have done in their career guidance programs.

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Program design and improvement depends on assessment of local needs. In addition to information about career guidance activities, materials, and resources, it is essential to collect information about the local school. A career guidance program must be designed for a particular school setting. The staff in that school is best qualified to specify the needs and resources of their particular school.

Information about career guidance programs does not automatically lead to program improvement. It is quite possible to be well informed about various aspects of career guidance and to have designed sound programs, but not be successful in implementing that program. Program implementation depends on other crucial factors such as staff training, staff cooperation, and communicating about the program to others.

The climate of the school and the nature of the interaction between students and staff can either support or inhibit career guidance efforts. Basic to any career guidance program is the individualization of the education process. Career development is highly personalized, therefore, any attempts to facilitate career development must occur in a school atmosphere which allows individual choice, active exploration, and frequent interaction with peers and adults.

How was the Information Collected?

Often teachers and counselors develop excellent career guidance programs but do not have time to exchange information about their program with others. Therefore, information about these career guidance activities is often not available through regular communication channels such as journals and newsletters. Recently, the U.S. Office of Education has developed a national information system for the field of education to help educators share their ideas with others. The ideas contained in this guide were drawn largely from this information system (Educational Resources Information Center - ERIC). This means that much of the information came from project reports, conference speeches, and local program guides. Also, information was used from guidance journals and from commercial publishing sources. Several hundred sources were scanned to collect information for the guide.

How is the Guide Organized?

Since this guide is intended to help school staffs strengthen their career guidance program, it is organized according to major program development stages. These stages include the following:

Assessing the Current Status of Career Guidance (Chapter 2). Often, new programs fail because they do not build on the existing school program. Even though a school may not have a formal career guidance program, there are probably a number of on-going educational experiences which are effecting the vocational development of students. Before a new or revised career guidance program can be developed, it is necessary to assess the current status of career guidance efforts.

School, Student, Learning Climate and Community Characteristics Related to Program Development (Chapter 3). Educational programs are designed for specific student groups and are implemented within particular school settings. The characteristics of students within the school provides a basis for program development and must be considered when setting program goals, selecting staff and developing guidance activities and materials.

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Other characteristics such as number and type of staff, learning climate, available funds, type of community, non-human resources, availability of outside information and assistance, nature of decision-making, and communication patterns are also important. These factors influence the nature of the career guidance program, strategies for gaining support for the program, and procedures needed to implement the program.

Developing Career Guidance Program Objectives (Chapter 4). The next stage in career guidance program development is setting program goals. There are two steps in this process. First, it is necessary to evaluate the current vocational development status of the students. Secondly, based on this evaluation, it is necessary to specify major program goals. It is most helpful if goals can be stated in terms of expected student behavior so that later program evaluation is possible.

Career Guidance Approaches (Chapter 5). The core of the career guidance program is the learning activities which are used to meet the program goals. The selection of activities should be based on several considerations. First, the characteristics of the students need to be considered including such factors as age, current level of vocational development and special characteristics. Secondly, the learning objective needs to be considered.

Career Guidance Staffing Patterns (Chapter 6). Effective career guidance relies on identifying a wide range of possible staff. If comprehensive career guidance goals are to be effectively met, new patterns of staffing must be developed. Staff can include not only counselors and teachers, but also parents, paraprofessionals, students, community volunteers, representatives from business and industry, and community agency workers.

Program Design, Implementation, Evaluation and Renewal (Chapter 7). Once various program components have been considered, they need to be integrated into total career guidance programs. Program design is a process where tailored patterns of services are developed which meet the goals of the program and effectively utilize available staff and resources. After a total career guidance program has been designed for a particular school setting, major strategies need to be developed relating to the ways in which the program will be implemented. Implementation includes such aspects as training, communicating program goals and specific program start-up activities. In addition to implementation, it is important to design evaluation procedures and methods of utilizing needs to be structured to facilitate on-going change and renewal.

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CHAPTER II
ASSESSING THE CURRENT STATUS OF A CAREER GUIDANCE PROGRAM

Chapter Goals

This chapter is intended to provide guidelines which can be used to develop procedures for evaluating the status of a school career guidance program. Specific goals of this chapter are:

1. To suggest major career guidance program areas which need to be considered in evaluation.
2. To provide information about activities which are characteristic of strong career guidance programs.
3. To provide a check list for assessing the comprehensiveness of current career guidance programs.
4. To suggest means by which a school staff can interpret the major strengths and weaknesses of their career guidance program.

Questions to Be Asked

While it may be common sense to "know where you are" before you "decide where you are going," it is difficult to evaluate the current status of career guidance programs because of the complexity of career development and of total program development. There are many factors which need to be considered and it is difficult to develop a systematic approach to evaluating all of these factors. This chapter was developed by surveying many resources describing the program development process and actual career guidance programs. Using these resources, an instrument was developed to provide a comprehensive framework for analyzing the current status of career guidance programs at the elementary level. This information will provide a basis for identifying program strengths and weaknesses.

1. Are there career related experiences within the on-going instructional program?
2. How comprehensive are the specially designed career guidance activities within the school?
3. Does the career guidance program make use of available in-school and out-of-school program resources.
4. Does the program have built in mechanisms for continuous evaluation and change?
5. Is the program based on reliable, current information about the world of work and about student characteristics?
6. Are career guidance efforts in the school coordinated with efforts in other schools within the system?
7. Is there maximum utilization of staff and are their efforts coordinated?

Evaluating the Existing Career Guidance Program

In assessing a career guidance program it has been demonstra-

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that it is desirable to systematically consider the standing of the program in six major areas. A variety of means such as inventories, interviews, program observations, and the use of outside evaluators may be used to conduct the evaluation. The six areas are: 1) intra-classroom guidance, 2) extra-classroom guidance, 3) resource and staff utilization, 4) change and evaluation, 5) information quality, and 6) coordination.

Intra-Classroom Guidance Experiences--As the scope of career guidance experiences has expanded, greater emphasis has been placed on implementing career guidance through the existing curriculum and through classroom activities. These activities may be either teacher or counselor directed. Usually the guidance staff has a consultative role in helping to examine and design classroom career guidance experiences and the teacher has major responsibility for implementing these procedures with supportive help from the guidance staff. Elements of intra-classroom guidance experiences include student-teacher interaction, student-student interaction, classroom structure and curriculum materials.

Extra-Classroom Guidance Experiences--Although many guidance experiences occur within the classroom, there are some guidance services which cannot be provided within the classroom situation and, therefore, require extra-classroom resources and activities. These experiences are usually highly individualized services such as career information services, individual planning and counseling activities and activities to meet particular needs of special student groups.

Resource and Staff Utilization--Another crucial program area is the effectiveness of resource and staff utilization. Basic to the development of any career guidance program is the need to make maximum use of available staff and resources. This requires utilizing all potential staff within the school including parents, students, teachers and community members. It also requires careful planning of activities to insure maximum use of existing resources as well as the willingness to seek additional resources.

Change and Evaluation--Self-renewal activities are another important program area. A first component of self-renewal is evaluation. A career guidance program should include built-in evaluation activities. These activities should result in the collection of information about program effectiveness from students, teachers and parents. The second element of self-renewal is change. This change should be based on evaluative data. Change may be required because existing guidance practices are not effective, because students' needs have changed or because preferred alternative approaches have been identified.

Information Quality--Career guidance programs rely heavily on the utilization of information by students to facilitate occupational exploration and career planning. This may be information about the world of work or about self. If career guidance programs are effective, they must be based on accurate, current information. To insure the quality of information used within career guidance programs, it is important to have on-going quality control and to have outreach activities which will help identify new information.

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Coordination--Finally, a strong career guidance program depends on the extent to which all components of the program are coordinated. A program consists of guidance experiences provided to facilitate career development. These experiences utilize a variety of staff, resources and activities. If these guidance components are to meet the stated guidance objectives, it is important to provide coordination services such as training and on-going communication.

Although program planners often feel that they are aware of all the current career guidance services in their school, this is not always the case. Therefore, the following procedure is suggested for using this program inventory. First, respond to the inventory as quickly as possible without consulting others in the school. Then actively seek information from others such as teachers, administrators, special staff, students, and parents. This may be done through interviews, classroom observations, reviewing instructional materials and small group meetings. Finally, revise your original responses based on this new information.

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Career Guidance Program Inventory

Instructions: For each of the questions you should answer yes or no for the program with which you are associated. First, take the inventory without consulting with others in your school. After you have completed the inventory, set it aside and actively collect information from others. Then revise your original answers based on this new information.

Yes	No		Question
___	___	1.	Do most of the teachers in your school periodically provide students with unstructured time when they can participate in those learning activities which they find most enjoyable and satisfying?
___	___	2.	Is each student in your school given the opportunity periodically to plan his own learning activities with assistance from the teacher?
___	___	3.	Is each student given some opportunity for success within the classroom setting through recognition and utilization of his special interests and talents?
___	___	4.	Do either teachers, counselors or other school personnel provide orientation to students in new situations to help them adjust to new teachers or assistance in relating to unfamiliar classmates?
___	___	5.	Do most school staff members seek as well as give information to parents? Are parents used as a source of information about the student's home behavior?
___	___	6.	If students or groups of students have difficulty relating to each other, do school staff members plan activities which will enable them to better understand and like each other?
___	___	7.	Do all students have the opportunity to learn about and/or meet people similar to themselves, i.e., same socio-economic background, race or sex, who are successful and proud of their own achievements?
___	___	8.	Through the curriculum, do students have the opportunity to learn about how various people contribute to society through work?
___	___	9.	Are there learning experiences which help students understand the contributions which each member of their own family makes to the support, welfare, and happiness of the family?
___	___	10.	Are all students periodically given the opportunity to work cooperatively on projects with other students where they are evaluated on group rather than individual efforts?
___	___	11.	Do all students have the opportunity to apply for and perform work duties within the classroom and/or world of work?

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___ ___ 12. Through the curriculum are all students exposed to the concept of change both in terms of how the present is different from the past and possible ways in which the future might be different from the present?

___ ___ 13. Do instructional materials represent a wide variety of occupations rather than just traditional, highly skilled, professional occupations?

___ ___ 14. Are students exposed to a variety of methods of collecting information including talking with people within and outside of the school, written materials, pictures, movies, television and role playing?

___ ___ 15. As students learn concepts in various subject matter areas are they provided information about how the concepts are related to their life? Are they given specific help in applying these learnings to their life activities, i.e., mathematical concepts to individual time and money management?

___ ___ 16. Do teachers help students plan the use of their time so they can successfully complete work assignments through such activities as individual study, and the development of study schedules?

___ ___ 17. Does your staff typically have one or more discussions per month relating to social, occupational and economic changes which will effect the lives of your students in the future?

___ ___ 18. Has there been an organized means to obtain parental reaction to the career development assistance received by their children during the past year?

___ ___ 19. Have books and journal articles dealing with career guidance and career development been systematically reviewed by your staff?

___ ___ 20. Have one or more new career guidance procedures been adopted during the past year?

___ ___ 21. Are alternative career guidance activities available for students with special needs or at varying levels of career development?

___ ___ 22. Have objectives for career guidance at each grade level been established?

___ ___ 23. Has a proposal been developed to obtain additional funds from the state department for expansion of your career guidance program?

___ ___ 24. Have new emphases and resources been introduced into the program to respond to the special career guidance needs of the culturally different, girls, and handicapped?

___ ___ 25. Are student, self-directed occupational resources available?

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___ ___ 26. Does each student have the opportunity to explore individually with an adult his own abilities, successes, interests and view of self?

___ ___ 27. Through liaisons with individuals in industry and business, are you able to provide for occupational exploration activities by students?

___ ___ 28. Have occupational resources and curriculum materials been reviewed during the past year for such factors as recency of data, freedom from bias, and coverage of new occupations?

___ ___ 29. Do you use older students to assist in career guidance activities with younger students?

___ ___ 30. Does your school make available to all students a career related unit during each year of their elementary school experience?

___ ___ 31. Has your guidance staff conducted in-service training sessions for teachers on career development within the last year?

___ ___ 32. During the past year, did you meet with parents to help them understand the nature of vocational development and to help them initiate plans for future support of their child's career plans, i.e., initiate savings for post-high school training?

___ ___ 33. In implementing your career exploration and planning learning experiences did you utilize a staff manual and special training sessions?

___ ___ 34. When your staff designs new career guidance experiences, is it done with existing resources in mind, i.e., video tape equipment, movie projectors, etc.?

___ ___ 35. When you purchase a new guidance resource, i.e., filmstrip, career information file, or career books, do you immediately plan how the materials will be used by students and which type of follow-up counseling services will be offered?

___ ___ 36. Does your career information center contain materials other than written materials such as tape recorded interviews, filmstrips, movies, and/or simulated work experiences?

___ ___ 37. Are you aware of and do you use the services available to you from your local educational office such as mobile units, localized career information services, computer services?

___ ___ 38. Are you actively working with curriculum supervisors and teachers to encourage the selection of curriculum materials which facilitate career exploration and planning?

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___ ___ 39. Whenever you use a new career guidance approach, do you evaluate the effectiveness of the guidance procedure being used, i.e., in a group guidance session, the appropriateness of group size, group composition and counselor interventions?

___ ___ 40. After students have participated in career guidance experiences, do you collect data on their subsequent career planning behavior to determine whether the program objectives have been successfully met?

___ ___ 41. Do you keep systematic records of all career guidance activities, i.e., number of students served, number of contacts with each student and/or type of guidance activities and present this data to the administrative staff as a basis for program support and funding?

___ ___ 42. Do you periodically evaluate your career guidance activities to determine their relative effectiveness in comparison with other possible activities in terms of staff time and resources required?

___ ___ 43. During the past two years, have members of your staff attended workshops devoted to familiarization with new occupations developing in business and industry and new developments in career guidance?

___ ___ 44. Do you continually collect data about the current status of past students in your school and use this information with students and in program development efforts?

___ ___ 45. At least once a year, do you meet with other counselors in your system to review and/or revise career guidance objectives, thus insuring continuity for students as they progress from kindergarten through post-nigh school education?

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Interpreting Program Strengths and Weaknesses

As mentioned earlier, the Career Guidance Program Inventory is intended to suggest some elements which are typical of strong programs rather than to outline an ideal program. In a real sense the inventory does not provide a "rating" or evaluation of a program. What it does do is focus attention on program elements and suggest areas of emphasis and coverage which may not be present in a given program. The most appropriate use of the inventory is to both identify areas that in comparison with other programs are not extensive and to suggest elements or note practices which could be adopted which would enhance the program. The following key indicates which items relate to specific program areas.

Total Program Strength--By counting the total number of "yes" responses, it is possible to test the overall strength of the program.

Intra-Classroom Guidance Activity Strength--Items 1, 2, 3, 4, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, and 30 relate to intra-classroom guidance activities. By counting the total number of "yes" responses from this group of items, it is possible to test the intra-classroom guidance activity strength of the program.

Extra-Classroom Guidance Activity Strength--Items 4, 5, 6, 7, 11, 14, 21, 25, 26, 30, and 36 relate to extra-classroom guidance activities. By counting the total number of "yes" responses from this group of items, it is possible to test the extra-classroom guidance activity strength of the program.

Resource and Staff Utilization--Items 23, 27, 29, 31, 32, 33, 34, 35, 37, and 42 relate to resource and staff utilization strength. By counting the total number of "yes" responses from this group of items, it is possible to test the resource and staff utilization strength of the program.

Change and Evaluation Strength--Items 18, 20, 22, 24, 38, 39, 40, 41, 42, and 44 relate to change and evaluation activities. By counting the total number of "yes" responses from this group of items, it is possible to test the change and evaluation strength of the program.

Information Quality Strength--Items 5, 8, 12, 13, 17, 19, 28, and 43 relate to the information quality of the program. By counting the total number of "yes" responses from this group of items, it is possible to test the information quality strength of the program.

Coordination Strength--Items 22, 27, 31, 32, 33, 37, 38, and 45 relate to program coordination activities. By counting the total number of "yes" responses from this group of items, it is possible to test the coordination strength of the program.

Based on this interpretation of the Career Guidance Program Inventory, it is possible to make tentative decisions about needed career guidance program review and revision. The remaining sections of this guide are intended to help school staffs in the program development process.

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CHAPTER III
SCHOOL, STUDENT, LEARNING CLIMATE AND COMMUNITY CHARACTERISTICS RELATED TO PROGRAM DEVELOPMENT

Chapter Goals

This chapter describes various factors which influence the nature of a career guidance program. Specifically, it:

1. Suggests specific student characteristics which should be considered.
2. Suggests specific school characteristics which should be considered.
3. Suggests specific community characteristics which should be considered.
4. Suggests characteristics of a learning climate which facilitates career development.
5. Suggests methods for collecting information about these characteristics.

Importance of this Information

Inventorying student, learning climate, school, and community characteristics is one of the most crucial stages in program development. The information which is gained through this analysis process will provide a basis for program planning, design, implementation and evaluation. Program development requires two types of information. First, it requires internal information which describes the students, staff, climate, facilities and community for which the program will be designed. Secondly, it requires external information suggesting new alternatives to the existing program such as possible program goals, guidance activities, possible staffing patterns and guidance materials and resources. Internal information can help provide answers to the following key program development questions:

1. What are the needs of the students for whom the program will be designed?
2. Are there student sub-groups which will need special guidance services?
3. Is the learning climate of the school condusive to career development?
4. Is career guidance seen as a priority by various members of the school staff?
5. How are potential staff now using their time? Are some too busy to be involved in career guidance?
6. Are there vested interest groups within the school who will see career guidance as a threat or intrusion?
7. Who are the key people whose support is required to implement a career guidance program? Are there teachers whose opinion is highly respected? Are there administrative personnel who need to approve the program?

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8. What is the size of the school and school system?

9. What types of instruction and curricula are now being used in the school? How will they support or inhibit career guidance efforts?

10. What types of physical facilities and equipment are available?

11. What are parent's perceptions of career guidance? Are they aware of new developments or are they operating on outdated information?

12. What backup services are available through the school system or district?

13. What other community resources are available? Are there universities, community agencies and/or businesses which can provide program development assistance?

Considerations Related to Collecting Internal Information

Collecting data about student, school, and community characteristics can be either simple or complex. Since school personnel usually have limited time for program development, it is probably wise to keep data collection as simple as possible. Some major considerations when planning data collection are:

Internal Versus External Data Collector--Data collection may be done by the school staff or by an outside consultant. The school staff has the advantage of knowing where to find information and of already having working relationships with others in the school. The outside data collector has the advantage of being unbiased because he is not part of the system and of having more experience in data collection procedures. A decision needs to be made whether to have data collected by the school staff, by an outside consultant or by a combination of both.

Wide Involvement--Some groups which can provide valuable information include counselors, pupil personnel workers, teachers, administrators, parents, students and community groups. Involving all of these groups provides more comprehensive, unbiased information and can be a first step in gaining support for the career guidance program.

Multiple Data Sources--Always collect information about any particular student or school characteristics from at least two sources. Using multiple information sources will increase the reliability of the information collected.

Capitalize on Existing Information--In any school there are a variety of information sources. An effective strategy is to check all existing sources of information before collecting new information. For example, cummulative records, test scores, information collected by other groups etc., can be used.

Establishing Relationships--One major way of insuring the accuracy of information gained from other people is to establish an effective relationship with them before seeking the information For example, if information is being collected from parents, it is important to first communicate why the information is needed and how it will benefit their child.

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Don't Over-Diagnose--Whereas some programs fail because little or no internal information is collected, others never get started because too much time and energy is spent in data collection. It is more important to have a variety of information about specific student and school characteristics than it is to have in depth information about a limited number of students and school characteristics.

Be Open Minded--A major danger in data collection is that it can become a means to justify a program to which the program planners are already committed. Once information is collected, it needs to be used objectively.

Data Collection Techniques

There are many techniques which can be used to collect information about student, school and community characteristics. Some of the most commonly used include the following.

Standardized Tests--Tests can provide very useful information about such characteristics as ability and achievement.

Grades and Other Teacher Evaluations --Teachers systematically provide evaluative data which can be helpful in understanding student characteristics.

Ancedotal and Cummulative Records--Because of the longitudinal nature of cummulative records, they can be a very helpful source of information.

Observation--When using observation, clearly defining the nature of the behavior being observed is crucial. All observers should be operating from a shared frame of reference. Anyone using observation should use clear descriptive statements which actually indicate the behavior they have observed. These behavioral descriptions can be interpreted later.

Interviews--Interviews have the advantage of allowing the opportunity for feedback and clarification, and they allow the collection of several different types of information at one time. Disadvantages are that they are time consuming and that some people may not be as willing to give information in a face-to-face situation.

Questionnaires--Questionnaires are an efficient way of collecting information from a rather large group of people. They have the advantage of being relatively inexpensive and can be used to gather information from individuals who are not within the school setting such as parents and community members.

Existing Statistical Data--In many cases, information needed for program development is already available. Use of the existing data can greatly reduce data collection time.

Use of Experts--Some of the information needed for program development is already known by other people. School personnel such as librarians, administrators and curriculum supervisors are expert sources of information.

Child Study Tecnniques--This approach centers on the study of specific student behavior by a group of school staff. In addition to information about student behavior, this technique can provide information about school learning climate and various teaching styles.

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Simulated Situations--Simulated situations include a number of situations such as games and role playing. Often it is difficult to get accurate information from people if they are asked to respond to real situations. If individuals are presented with simulated situations which are similar to real life, they are more willing to respond.

Use of Tape and Video Recordings--Related to observation is the use of tape or video recordings which enable the teacher or counselor to focus his attention directly on what transpired in particular counseling sessions or a classroom meeting. This procedure which provides for retrospective observation can help sensitize teachers and counselors to aspects of their own behavior of which they might be unaware, as well as help them become more tuned in to the more subtle facets of classroom climate, counseling dynamics and student behavior. The tapes can be listened to or viewed by the individual alone or with another counselor or teacher who can provide constructive feedback.

Rating Scales--Rating Scales are instruments which present a list of descriptive words or phrases which are checked by the rater if they are a characteristic of what he or she is evaluating. The two main features of rating scales include a description of the characteristics to be rated and some means by which one can indicate the quality, frequency, or importance of each item. These instruments can be used to gather data on program, school, classroom, and community characteristics, as well as student, parent, teacher, and counselor behaviors and attitudes.

Sociometric Devices--Sociometric procedures, which help ascertain the extent of an individual's acceptance by others, can be a valuable means for evaluating interpersonal relationships in the classroom. This technique entails asking the students to list names of classmates with whom they would like to associate in some type of activity or situation. The data is then tabluated to determine how often students are choosen by their peers, and this is portrayed graphically in the form of a sociogram. Thus, as selections are made among individuals, a pattern of choices becomes evident which shows the group's internal structure and the extent to which children are liked or disliked. The sociogram provides an objective basis for identifying and improving group members interpersonal relations. Its effectiveness depends on the ability of the counselor or teacher using it to interpret the results and utilize various techniques to modify the peer group structure in a way that would enhance the quality of student interaction.

Important Student Characteristics

Career development research indicates that there are several types of student information which are particularly important in designing career guidance programs.

Sex--It is becoming increasingly clear that both staff and students often operate on stereotype sex roles. Students have multiple influences operating on them which tend to produce differences in boys' and girls' perceptions of the occupational world and their role in it.

Grade Level--There are developmental differences between students in various grade levels. The distribution of students by grade level is needed to help in the selection of objectives and activities.

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Ability Level--Ability level can be used to establish the criteria for selecting career guidance activities and materials. It can provide help in deciding the types of occupational information which will be communicated to students.

Achievement--School achievement is vital to future occupational success. A major component of career guidance is self-development. For low achieving students, a major career guidance goal is to increase achievement by helping the student understand the relevance of school experiences to his future life.

Socio-Economic Background--Research indicates that socio-economic background influences the type of vocational models available to students, the number and types of occupation with which the student is familiar and the student's own expectations of meeting occupational success and satisfaction. Therefore, socio-economic background of students influences the nature of career guidance objectives and the type of career guidance staff and experiences which are needed.

Geographic Background--Although a school is located in a particular area such as an urban area, it is quite possible that the students in that school will come from diverse background. The region in which the student lived during his early years will greatly influence his perceptions of the occupational world and, therefore, influences the types of information about the world of work which he needs.

Occupational and Educational Aspirations--Research indicates that students may have realistic or unrealistic aspirations. Unrealistic aspirations may be due to lack of understanding of self or due to information received from others which convinces the student that certain occupational possibilities are not open to him. A major thrust in a career guidance program is to help students develop realistic occupational aspirations.

Self-Concept--Vocational development may be viewed as the implementation of self-concept through work. This means that a student's vocational planning will be based largely on his perception of who he is and what he can become. The student with a strong, positive self-concept will be more interested, involved and realistic in his vocational planning efforts than the student who has a weak negative self-concept. For students with negative self-concepts, some major efforts to improve their self-concept will be needed before other career guidance efforts will be effective.

Motivation--Motivation is a willingness to direct energy toward a particular task or goal. If students are not highly motivated, then special motivating experiences will need to be developed to encourage their active participation in career guidance experiences.

Special Characteristics--In addition to the general characteristics which have been described, students may have special characteristics which influence the range of occupational possibilities open to them, and types of learning experiences which are effective for them. Such characteristics as mental, emotional and physical handicaps should be noted and special career guidance experiences should be designed for this group.

Interpreting Student Characteristics

This information on student characteristics can provide the following generalizations.

Prevailing Student Characteristics--Although not all students in a school are exactly the same, usually there are some predominant characteristics which apply to most students. It should be possible to develop a description of the average student and to note how many of the total student population this description applies to. For example, in some schools most students (80-90%) will be much the same, while in others only half (40-60%) will share the same characteristics.

Identifiable Sub-Groups--No student population will be completely homogeneous. It is particularly important to identify sub-groups since the career guidance goals and activities which are designed for the prevailing student group may not be appropriate for other sub-groups.

Tentatively Select Priority Groups--It is important to set priorities for who will receive services. One criterion which can be used for this is numbers. Any program will probably want to provide services for the predominant student group. Another criterion might be student need. Students who are underachievers, unmotivated or who have negative self-concepts may become priorities because of their need for guidance services. A final criterion is pressure from other groups such as parents, teachers and/or students. Either these student groups will need to become high priority groups or some way of communicating other priorities to these groups will need to be developed.

Important School Characteristics

Information about the local school provides a basis for the selection of guidance activities and materials based on staff expertise and available resources, and about effective program implementation strategies based on staff group structure, communication patterns, existing educational priorities and decision-making processes. Research on educational change indicates that the following school characteristics must be considered when developing new educational programs.

School Size--Generally, change is easier in a large unit because there are more resources and more diversified staff skills. However, several factors can counteract this advantage such as overcrowded conditions, poor communication and extreme demands on staff time. Specific types of information related to school size are number of students, number and type of staff, staff-student ratio, amount of physical space and adequacy of space for number of students.

School Leadership--In most schools, it is the administrator which provides the formal leadership. It is important to consider which groups have great influence on decisions, such as the administrative office of the school system, community pressure groups or specific staff groups within the school. Formal leadership is only one type of leadership. Research indicates that any school has opinion leaders known as influentials. These are the people that other staff members respect and look to for information and suggestions related to change. These influentials can play a key role in gaining support for new programs.

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Change Norms-- The school staff may be considered a group which has specific norms of behavior. In some schools, the staff groups encourage change and working for new educational programs, and this is considered desirable behavior. In other schools, the staff is strongly tied to the existing program and efforts to change the existing program are not encouraged.

Staff Group Structure--Since school staff are a group, it is possible to examine the structure of the group. The group may be quite cohesive with all staff communicating with each other, it may be divided into several sub-groups, or it may be one basic group with several isolates who do not belong to the group. When designing a program, it is important to know what the structure of the staff group is.

Division of Labor--When analyzing the school setting, it is important to identify those individuals who are too involved in other activities to have time for new responsibilities and those individuals who might potentially have time to become involved in new program development efforts.

Understanding of Career Development--It is quite possible that school staff are operating on misconceptions of career development. If their perceptions are inaccurate, then successful program planning will need to include methods of retraining staff and helping them to see the relationship between career guidance and other educational goals.

Linkage to Outside Groups--A particular school may have open communication lines to outside groups such as professional associations, state departments of education, community agencies, universities and industrial groups, or it may be quite closed to communication with other groups. When considering change, openness to other groups is important since these groups can provide information, resources and training needed to start new programs.

Modes of Instruction and Teaching Styles--If career guidance experiences are to be available to a large number of students, then classroom teachers will need to be involved in career guidance activities. Whether or not this is possible will depend largely on the existing modes of instruction and teaching styles which are being used in the school. Such instructional techniques as student planning, individual instruction, small group instruction, and team teaching are supportive of guidance activities.

Curriculum Patterns--A careful analysis of the curriculum currently being used in the school will give information about whether some career guidance related learning is already occurring and about which curriculum areas might be restructured to include career guidance experiences.

Communication Patterns--Both formal and informal communication should be considered. Formal communication would include staff meetings, written communication or routine one-to-one communication. Informal communication would include communication between and among sub-groups.

Staff Expertise--Staff expertise relates not only to subject matter experience. When collecting information about staff expertise other areas should be included such as past work experiences, hobbies or leisure time activities, special skills such as art, writing or interpersonal skills. A complete inventory of staff expertise will help in the selection of career guidance activities and materials.

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Financial Support--It is, of course, important to collect information about the available school financial resources and determine exactly what types of financial resources are available for the development of a career guidance program. Also, it is important to explore potential sources such as state department, federal, or local school system funding which can be sought as a means of supplemental program support.

Non-Human Resources--Non-human resources may include computer services, audio-visual services, library services, career guidance materials, television services and/or localized occupational-educational information services. It will be impossible to select career guidance activities and materials for the program unless a complete inventory of non-human resources is available.

Interpreting School Characteristics

This information on school resources can provide the following generalizations.

Climate for Change--Some major characteristics which effect the change climate are the extent to which the staff norms either support change or support the existing program, the extent to which the staff group has the power to influence decision-making, the extent to which either the total staff group or major sub-groups understand and support career guidance, and the extent to which major opinion leaders within the school are supportive of change and improvement in career guidance.

Appropriateness of Existing Program--The two major considerations here are whether the existing modes of instruction being used are guidance oriented and whether the existing curriculum has career related elements. If these two conditions exist to some degree, they can provide a basis upon which to build a more comprehensive career guidance program.

Available School Resources--Factors related to resources include the size of the school with larger schools usually being more supportive of change, the extent to which school staff have the expertise needed to use career guidance activities, the extent to which financial assistance is available, the extent to which school staff have time to devote to career guidance activities, the availability of non-human resources and the availability of physical space within the school.

Information Flow Patterns--Program development depends upon the flow of information both within the school and between the school and outside groups. Some school characteristics which are related to information flow are the current level of understanding of career development by the school staff, amount of systematic communication between staff within the school and the amount of communication between the school and outside groups.

Important Community Characteristics

No school operates in a vacuum. Each school is part of a larger school system and/or district, and is supported by a particular community. The characteristics of both the school system and of the community which supports the school will also affect the extent to which change is possible within a school. The following extra-school characteristics need to be considered when developing career guidance programs.

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School System Size--School system size is important when related to changes. It may be that an individual school is small but it is part of a large school system. The resources of the system may then counterbalance the disadvantages of school size.

School System Wealth--The type of activities and resources used in career guidance programs and the extensiveness of services offered will be influenced by the financial resources of the school system. As with individual schools, it is important to consider not only the actual financial resources, but also potential resources from other funding sources.

School System Supplementary Services--Increasingly, school systems and districts are offering supplemental services to schools. When designing a career guidance program it is important to inventory all possible supplemental services, such as computer, audio-visual, curriculum and pupil personnel consultation services.

In-Service Training Availability--To effectively initiate new procedures, it is necessary to update existing staff skills. A number of extra-school groups can potentially assist in this in-service-training activity including state departments of education personnel, school district personnel, community agency personnel, and business and industry personnel.

Community Characteristics--A community has various characteristics including social climate, economic conditions, political conditions, demographic factors such as population growth and distribution, and educational conditions and support. All of these characteristics can have an impact on the extent to which a community is able and willing to support major educational programs.

Community Groups--When attempting to appraise the amount of support in a community for a particular educational program, it is helpful to identify community groups and understand their characteristics. Some characteristics of groups which are important are basis for association, structure, group activities, nature of members, objectives and resources.

Community Leaders--Through identifying community leaders, it is possible to develop strategies for program support which rely on the assistance of these leaders. There are several types of community leaders including: leaders by nature of position, e.g., presidents of important industries; leaders by nature of social participation, e.g., individuals who are socially active and, therefore, influence many others in the community; leaders by reputation, e.g., those individuals who many community members respect and admire, and leaders in decision-making, e.g., those individuals who have the power to influence important community decisions.

Interpreting Community Characteristics

This information on community characteristics can provide the following generalizations.

Extra School Resources--Career guidance programs require a variety of human and non-human resources. Often these resources are available within the school system and community. Therefore, the school staff has a major responsibility to coordinate all available resources to develop career guidance programs.

Community Composition--Several community characteristics such as size, social class distribution and occupational distribution need to be considered. The size and diversity of the community will influence the expectations of community members for the career guidance program. In larger, more diverse communities, the program will need to respond to expectations of several quite different community groups.

Educational Priorities--Within any community, there are certain educational priorities. These priorities are often determined by parent's expectations for their children. When designing a program, it is important to understand these priorities and to determine whether all groups in the community share the same priorities.

Importance of Learning Climate

The research literature provides strong support that learning is not an isolated event that takes place in a vacuum. Instead it is integrally related to the climate in which it occurs. The climate is comprised of the interplay between the teachers' and school personnels' behavior and attitudes, peer relationships, classroom and school norms, and other forces. This complex pattern of social and psychological interrelationships is an important determiner of the students' motivation, utilization of academic abilities, self-concept, self-esteem, and feelings of acceptance or rejection. Specifically applied to career development the goals of a program cannot be met simply through the application of particular techniques and methods, but must be viewed within the context of the educational setting and how facilitative or hindering it is of student intellectual, emotional, and social growth.

Since the quality of the learning climate is crucial to achieving the career guidance objectives it is important for teachers, counselors, and school staff to understand the concept of learning climate, to be able to evaluate the climate in their particular setting, and to be able to plan and execute ways to strengthen it so that it will be facilitative of maximal vocational development.

Dimensions of a Facilitative Learning Climate

Research indicates that the following are particularly important dimensions of the learning climate and are critical in determining the degree of student growth and development.

Degree of Teacher Trust, Understanding, and Acceptance--The most significant determiner of classroom atmosphere is the teacher. Having a basic trust in students, understanding them,, being sensitive to their needs, and accepting them in a non-judgmental fashion are core attitudes which constitute the foundation for the development of a growth enhancing learning environment and are vital for achieving the goals of a career development program. When a child feels he is trusted, accepted as an individual in his own right, and understood from his own point of view, a climate is created which fosters the releasing of human potential.

Nature of Interaction Between Teacher and Students--The teacher's behavior in the classroom is a continuous process of interaction with students although the quality of this interaction varies greatly

among individual teachers. The quality of this interaction is extremely critical for career development since the nature of the students' relationship with the teacher is relevant to all aspects of intellectual and emotional growth and in addition strongly influences the tone of peer interaction and communication. Facilitative interaction is characterized by a high degree of two-way communication between teacher and student, a democratic style of leadership, the acceptance of a wide range of ideas and feelings, sensitivity to individual differences, responding to the individuality of each student, helping students develop their own insights and ideas, and providing support, encouragement, praise, and positive reinforcement.

Degree of Supportive Peer Interaction--Another critical dimension of the learning environment is the nature of peer interaction. A supportive classroom in which students share a liking and respect for one another, have a feeling of group cohesiveness, are accepting of individual differences, and deal openly with interpersonal problems is needed for the enhancement of pupil self esteem, attraction to school tasks and maximum utilization of abilities. Positive peer relations are particularly important for meeting the goals of career guidance for the development of a child's self concept is strongly influenced by the nature of his interpersonal relationships, and in addition learning about the world of work is greatly facilitated through a high degree of student interchange and communication.

Degree of Emphasis on Cooperation and Interdependence--An essential component of the nature of interaction between students is the acceptance of the norms of cooperation and interdependence as opposed to the acceptance of competitive norms. Although the two are not necessarily diametrically opposed, growth and development is facilitated when students are engaged in a cooperative quest for learning and the atmosphere is one of joint inquiry and exploration. Under these conditions help is reciprocal and students can learn and receive support from one another. Consequently, a vital educational resource, of the students themselves, is maximized.

Degree of Emphasis on Individual Development--An emphasis on individual development is complementary to the goal of creating a climate characterized by interdependence and cooperation. Within this interdependent context, it is important to treat each student as an autonomous individual who has unique needs, abilities and interests. Thus, if one of the basic goals of career guidance is to be achieved, it is essential for the staff to be sensitive to individual differences; encourage and support their expression; provide a wide variety of learning experiences, resources, and evaluative techniques responsive to these varied needs; and help each student discover himself as an adequate person who is aware of his interest, potentials, and feelings and can accept his limitations.

Extent of Opportunity for Experimentation and Exploration--The goals of career guidance cannot be adequately met unless an atmosphere is created in which the child is free to explore both the world of work and his own interests, abilities, needs, and personality characteristics. It is through this exploration and experimentation that the child develops a clearer concept of self and begins to develop perceptions about the world of work.

Degree of Student Involvement in Learning Experience--Research and theory strongly indicate that student interest, motivation, and achievement is enhanced when students have the opportunity to be integrally involved in learning experiences. In light of this principle there should be substantial opportunity for self-initiated learning, the emphasis should be on learning through direct activity and experiences, and students should play an active part in evaluating their experiences.

Degree of Student Participating in Classroom Processes--Pupils learn to relate more responsibly toward one another as they jointly develop and share their own standards for classroom behavior. In so doing they begin to feel competent as members of the classroom group, develop a sense of self-responsibility, and learn that they can play a part in effecting change. These feelings in turn help facilitate development of positive feelings toward self and school in general thus enhancing pupil mental health and motivation to learn.

Degree of Attention to the Affective Development of Students--Education has been predominately concerned with the cognitive development of students and with imparting a body of knowledge and skills. However, man is far more than a rationale being and since career development is concerned with the total development of the student, this affective and subjective side cannot be ignored. How the student feels about school in general, his teacher, his peers, and his learning experiences affect all aspects of development, and thus the staff must be sensitive to pupil feelings and help children grow both emotionally and mentally.

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CHAPTER IV
DEVELOPING CAREER GUIDANCE PROGRAM OBJECTIVES

Chapter Goals

This chapter is intended to provide information needed to develop comprehensive career guidance program objectives which are tailored to the needs of the specific student groups. Specific goals are:

1. To provide a rationale for the use of comprehensive objectives in the development of career guidance programs.
2. To suggest cautions and considerations which are important in using the career guidance objectives.
3. To describe special characteristics of student groups which influence the nature of career guidance objectives.
4. To present a working set of career guidance objectives which have been developed from a review of the vocational development research. These objectives will be presented by four educational levels: Elementary, junior high, high school, and post-high school.

Why are Career Guidance Objectives Important?

Although developing objectives can be difficult, there are several advantages to this process. These advantages include the following.

Insure Program Comprehensiveness and Continuity - By developing objectives, it is possible to design a program that will include all or at least many of the learnings which will promote adequate career development. Often guidance programs are very successful in helping students develop some behaviors while completely ignoring other equally important behaviors. Also, objectives help to suggest an appropriate sequence of learning experiences. For example, often career guidance programs encourage students to make choices before they have an adequate information base. Through using objectives, it is possible to structure the program so broad exploration has occured before choice.

Diagnosis of Student Needs - A major use of objectives is to help diagnose students' current career development levels. Although the objectives presented in this chapter are arranged by educational level, they will not be appropriate for all students at that level. It is important to first use the objectives to determine the current developmental level of students.

Program Design and Planning - Once program objectives have been developed, these objectives should become the basis for the selection of guidance activities. Any guidance practice should be evaluated according to the extent to which it has successfully helped students develop the specific behaviors indicated by the objective.

Communication about Program to Others - A major problem in implementing new guidance programs is gaining the support of others including administrators, teachers, students, parents and community members. Objectives can be of great use in communicating about the program with others. The strength of objectives is that they allow the guidance staff to state specifically what the program is designed to accomplish.

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Program Evaluation - A final advantage of using objectives is that the objectives can provide a basis for program evaluation. There is currently pressure to justify educational programs. If objectives have been developed and these objectives have been communicated to the public, then they can provide an effective basis for evaluation.

Introducing a Working Set of Career Guidance Objectives

This chapter presents a working set of career guidance objectives which can be used as a basis for building tailored program objectives. Before presenting these objectives, the following explanations and cautions are important.

Research Based - These objectives have been developed by reviewing recent career development theory and research. Based on this information, objectives have been developed which attempt to be consistent with research. Although this is difficult to do, they have been reviewed by individuals who are familiar with research and theory and have been judged to be sound in terms of research basis.

Broad and Comprehensive - There are many objectives because a major effort was made to make them as comprehensive as possible. Career development, like other areas of human development, is complex and, therefore, programs which attempt to influence this developmental process will be very broad. It may well be impossible for a guidance program to meet all of these objectives. However, they should be viewed as an ideal which can provide an on-going basis for continuous evaluation and expansion of career guidance programs.

The Ultimate Goal - The ultimate goal indicated by these objectives is an effective vocational planner who makes career plans which are based on a thorough understanding of themselves and of the world of work, and who continue to evaluate and modify these plans throughout their life whenever changes in themselves or their environment make their present plans unsatisfactory. To some extent this is an ideal goal, however, the objectives are based on the premise that this goal is a desirable one and that through planned kindergarten through post-high school career guidance programs, more individuals can come closer to the ideal.

Individual Differences in Development - Human development does not proceed at the same rate for all individuals. This is also true of career development. These objectives are organized according to four educational levels: elementary, junior high, high school and post high school. The objectives for these four levels, however, are normative and not all students at a particular educational level will be at the level of development indicated by the objectives. Therefore, it is essential to explore all four levels of objectives. Exactly which objectives are used will depend on an exploration of the career development level of the specific student population.

Special Student Needs - Recently, there has been considerable discussion about the special guidance needs of such student groups as girls, Blacks, Indians, and Mexican Americans. The objectives have been reviewed by counselors and counselor educators who are actively working with special student groups. The major response from these individuals was that the objectives seemed to be important for all students. However, some objectives may need greater emphasis with specific groups. Also, some additional objectives may be appropriate for special groups.

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Behavioral Outcomes - If objectives are to be used in program development and evaluation, it is most helpful to state objectives in terms of specific expected behavioral outcomes. In developing the objectives presented in this chapter, behavior examples are provided for each of the career guidance objectives. These examples will not be appropriate for all students, but are intended to indicate the type of behaviors which are related to career development.

Characteristics of Special Student Groups

There are a number of groups who are currently pressing for recognition within American society. Increasingly, these groups are expressing the desire to develop their own unique strengths and characteristics, and to have these characteristics acknowledged by the greater society. This trend has major implications for career guidance programs. If successful career development is the process of identifying, entering and succeeding in occupational areas which enable the individual to utilize his unique talents, then special emphasis must be placed on helping members of special student groups develop their strengths and on making the work environment responsive to these strengths. Some specific student groups include: blacks, Mexican Americans, American Indians, handicapped, women, vocationally oriented youth and youth with non-traditional values.

Black Students - The following are some characteristics of black students which have implication for career development.

1. Black students, particularly at an early age, have high educational and occupational aspirations. That is, they accept the American ideal of success. However, in time they come to believe that there is little possibility of their obtaining this ideal.
2. Because of the limited opportunity for occupational success for many blacks, black children lack successful occupational role models which could help them learn effective ways of developing behaviors and attitudes which are needed for occupational and educational success.
3. Many black students have negative self-concepts. This is the direct result of prejudice. These children accept the view of themselves which is communicated by others in society.
4. Blacks do not lack the ability to be occupationally and educationally successful, rather they are hindered by real obstacles which deny them the right to full social participation.
5. Blacks have a great capacity for the formation of meaningful interpersonal relationships.
6. Through having to deal with prejudice and social barriers, blacks have developed effective skills for coping with difficult situations.
7. When involved in a meaningful task, blacks have high capacity for sustained task involvement.

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Women - The following are some characteristics of women which have implications for career development.

1. The self concepts of women seem to be more dependent on others than those of men. While women may often have positive self-concepts, it appears that maintaining this positive view of self relies heavily on the approval of others.

2. There is great probability that girls will have a multi-role life style. Increasing numbers of women are employed while still maintaining a child rearing role. Many girls have a stereotyped view of woman's role and are not aware of the multi-roled life which is highly probable for them.

3. Many girls have a narrow view of the world of work. Traditionally, society perceives certain occupations as being female oriented. However, increasingly, occupational opportunity is opening for women in many fields. This means that women will have a broader range of occupational options open to them.

4. Research indicates that while men typically desire and seek success, women fear success and are not usually comfortable in competitive situations. This fear of success often results in women selecting occupations which are not satisfying, and which do not enable them to utilize their abilities and interests.

5. At present a major social value is that while women may work, their major source of fulfillment is through home and family. Girls need help in developing career planning skills which will enable them to continue career planning throughout adulthood, even though they may have interrupted career patterns or combine career and home roles.

Handicapped Students - The following are some characteristics of handicapped students which have implications for career development.

1. The handicapped group includes a variety of students with different handicaps including physical handicaps, e.g., speech, hearing, visual and physical disabilities; and mental handicaps, e.g., mental retardation, emotional disturbances and learning disabilities.

2. Vocational development for the handicapped is similar to that of non-handicapped. The handicap should be viewed as an element which affects the process but not one which necessarily limits the process. That is, handicapped individuals have the need to develop a positive view of self and to find work opportunities which enable them to utilize their skills in a way which is satisfying to them.

3. Handicapped students have a particular need for exploratory opportunities because they are often isolated in learning and social situations. Career guidance programs should make particular efforts to expand the handicapped student's opportunity to observe and experience various work situations.

4. The extent to which handicapped students are able to develop their strengths depends largely on their parents' attitude toward them

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as handicapped children. Often, parents may feel that there is little opportunity for the child and this negative feeling is transmitted to the child. Career guidance efforts should focus on providing assistance to parents.

5. Handicapped students are often placed in work situations which have little opportunity for growth and advancement. A major consideration when placing the handicapped should be providing occupational opportunities which can lead to on-going learning and advancement rather than permanent adjustment in a single job.

American Indians - The following are some characteristics of the American Indian which have implications for career development.

1. The American Indian child experiences a language and cultural barrier when he enters school. This means that there is a resulting conflict in values and behavior, and the child must adapt to living in two cultures.

2. The American Indian has little concern for time. This again is a value which differs from the traditional culture. When working with the Indian child or worker, it is important to realize that punctuality and keeping on schedule is a concept which has little or no meaning.

3. The American Indian culture does not place emphasis on the accumulation of material possessions. Traditionally, owning property, saving for the future and acquiring materialistic goods have not been valued within the Indian culture.

4. Cooperation rather than competition is valued within the Indian culture. All activity is geared toward the survival and welfare of the total group rather than the individual.

5. As a result of the value of cooperation, little emphasis is placed on the individual. Self depreciation is part of the Indian culture. Therefore, Indians have low need to build their own ego and may have a neutral concept of self.

Mexican Americans - The following are some characteristics of Mexican American students which have implications for career development.

1. Research indicates that there is little descrepency between the Mexican American boy's real and ideal view of self. This is particularly true when related to the school situation. The reason for this is that the Mexican American boy is greatly influenced by older men and by peers. He is not influenced by school personnel or his mother.

2. Mexican American children have a high respect for authority. This is because child rearing practices are authoritarian and there is little allowance for democratic independence training.

3. The Mexican American child tends to have a present time orientation. The dominant culture value of planning for the future has little or no meaning to this child.

4. The Mexican American culture stresses being rather than doing

There is great emphasis on spontaneous activity. Work is seen as a necessary activity but is not highly valued as a means of fulfillment.

5. The Mexican American culture is tradition rather than change oriented. Change is not desired or encouraged. Rather, there is emphasis on maintaining traditional customs and activities.

6. For many Mexican Americans, the norm is to accept and adjust to difficulties rather than to attempt to exert control and change the current situation.

Vocationally Oriented Students - Vocationally oriented students are those students who seek specific vocational training after high school or who directly enter the world of work. The following are some characteristics of vocationally oriented students which have implications for vocational development.

1. There seems to be two distinct types of vocationally oriented students. One type is highly committed to specific training which will lead to entry into a selected occupation. The other type is in a floundering stage where they have little educational or occupational direction.

2. The committed student seeks specific training and has little interest in other general educational areas or in educational experiences which might result in greater occupational flexibility.

3. Vocationally oriented students are usually not geographically mobile. Therefore, the extent to which they seek further training is largely dependent on the availability of local training institutions such as area vocational schools, private technical schools and community colleges.

4. These students may have unrealistic occupational expectations. Although these students are enrolled in educational programs which do not enable transfer into four year higher educational institutions, they often express their intention to transfer and obtain at least a bachelor's degree.

5. Research indicates that the vocationally oriented student tends to either be a high ability student from a low socio-economic family or a low ability student from a high socio-economic family. Either type of student may well need assistance in coping with differences between family and self values.

6. Vocationally oriented students tend to be economically independent from their families. Often they are older, self-supporting individuals or, if younger, they are receiving little financial assistance from their family.

Youth with Non-Traditional Values - These students include a number of today's youth who tend to reject the prevailing societal values. The following are some characteristics of youth with non-traditional values which influences vocational development.

1. These youth de-emphasize money and material acquisitions. Although they may well be from upper income level families,

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they do not see obtaining material possessions as a meaningful value for their own life.

2. Increasingly, this group is rejecting the traditional concept of career and vocation. They are defining new work opportunities which enable them to make social and ecological contributions e.g., free health clinics, drug abuse programs, and political acitivity. This means that they have little interest in traditional occupational opportunities.

3. These youth place major value on self-knowledge and self-expression. Much of their activity is directed toward increasing understanding of self. Also, they emphasize interpersonal relationships and communication. They feel that the greater society prevents meaningful relationships, and seek to find ways of establishing satisfying interpersonal relationships with others.

4. These youth have little commitment to achievement, status and power. These values have been rejected and, therefore, are not major considerations for them when formulating vocational plans.

5. These youth have little interest in future planning. The major emphasis is on spontaneous living and continuous change rather than stability and security.

Implications for Career Development Objectives

The following career development objectives are intended to be relevant for all student groups. However in light of the preceeding discussion of special student characteristics, the following considerations need to be emphasized when considering career development objectives for special student groups.

1. The school climate and structure should be designed to reward special characteristics and to allow youth to develop their unique abilities, attitudes, and interests.

2. There is great need for increased communication between the dominant culture and special cultures which encourages mutual respect and understanding.

3. Educational and occupational situations need to be identified which capitalize on these special strengths and allow the individual to maintain unique characteristics while finding occupational satisfaction.

4. Members of these special groups are faced with the difficult situation of being bi-cultural, that is living in two distinct cultures. They will need help in developing skills which enable them to function in the dominant culture while maintaining a respect for their own culture and a feeling of self-identity and worth.

5. Career guidance must accept the concept of career as life style rather than the narrower concept of occupation for economic reward. Students need the opportunity to define their own values and define their own life style.

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6. The result of belonging to a minority culture is often the development of a negative view of self. Career guidance needs to help these youth develop positive self-concepts and a belief in the possibility of success without loss of self.

7. Discrimination and lack of meaningful opportunity is very real for these special groups. Therefore, a career guidance program designed for these youth will need to take an activist position of creating educational and occupational possibilities which draw on the strengths of the special group.

8. Career guidance staff members will need to study their own prejudices and attitudes toward these groups, and make an honest decision about whether they can work effectively with particular types of students.

9. Youth from these special groups need role models who are similar to them. A career guidance program should provide significant others who are similar to the clients to be successful role models and to assist clients in educational and occupational planning activities.

Goals of a Kindergarten-Post High School Career Guidance Program

In planning career guidance programs for any educational level, it is helpful to first specify the final outcomes desired at the end of the total educational experience (kindergarten through post-high school training) and then to state specific objectives which can provide a check on the degree to which any particular student is progressing toward these goals at any given point during the educational experience.

The following are broad career guidance goals which are designed to result in the development of effective vocational planning behaviors by the end of the educational experience. In developing these program goals, three aspects of career planning behavior were used including: (1) development and understanding of self; (2) understanding of the world of work; and (3) development of career planning attitudes and skills. The terminal goals for these three components are as follows:

Development and Understanding of Self

1. To assist students in developing a realistic self-concept and in understanding and appraising their needs, personality traits, interests, and abilities.

2. To help students develop a value system and a preferred life style.

3. To enable students to see themselves as agents in determing the course of their life.

4. To help students become open to new experiences, human relationships and information.

5. To help students view themselves as being in process and to help them become adaptable to changes within himself and the environment.

Understanding the World of Work

1. To help students understand work as a generic concept.

2. To help students gain an understanding of the characteristics of a wide variety of occupational clusters.

3. To help students gain an understanding of the intrinsic, extrinsic,

and extra-role features of occupations.

4. To enable students to investigate several selected occupations intensively.
5. To help students understand the training requirement of various occupations.
6. To help students gain an understanding of changes in the job market and to help them acquire an awareness of future trends.
7. To help students explore the negative as well as the positive aspects of the world of work.
8. To help students explore their attitudes and values toward work.

Development of Career Planning Attitudes and Skills

1. To help students develop skills needed to obtain, utilize and evaluate information from a wide variety of sources.
2. To help students synthesize knowledge and perceptions about self and environment, and make decisions based upon this synthesis.
3. To help students develop skills in formulating plans, carrying them out, and evaluating the outcomes of these experiences.
4. To help students see the relationship between present planning and future vocational outcomes.
5. To help students realize the importance of considering both objective and subjective factors in career planning.
6. To help students view vocational choice and implementation as a continuous process continuing throughout life.
7. To help students be open to new information and experiences, and to modify their plans accordingly.

Elementary Level Objectives Related to Understanding of Self

By the end of the elementary school experience, the students will:

1. Be aware of activities which they enjoy doing (aware that music is a favorite school subject; that they enjoy playing with a group; that they enjoy doing things outdoors).
2. Realize that they can do some activities better and like to do some activities more than others (enjoy music class more than art class; enjoy sports but are not as good at sports as a playing the piano; do not like science class and do not do well in it).
3. Accept the fact that they cannot do all things equally well (are not upset because they do better in music class than in science class).
4. Be able to decide which activities are important to them and devote energy to doing them (decide they want to play in little league baseball or study music, and are willing to miss their favorite television program to practice).

5. Like and have confidence in themselves (are willing to volunteer in class discussions; are willing to initiate friendships with other students).

6. Be willing to participate in new activities and to meet new people (are interested in taking field trips away from school; seek out new children in the neighborhood; look forward to entering junior high school).

7. Be able to adjust to changes (not upset by temporary changes in the school schedule; anxious to begin new areas of learning).

8. Be able to function independently in various situations (complete chores at home without being reminded; concentrate on reading an interesting book).

9. Be able to relate to others around them and share experiences with them (enjoy doing special projects with other students; can cooperate when playing games with others).

10. Realize that some people are quite similar while others are quite different than they are and appreciate both the similarities and differences (although they have some close friends, they are willing to let other children join them in play activities; do not always choose to do group learning projects with the same students).

Elementary Objectives Related to Understanding the World of Work

By the end of the elementary school experience, students will:

1. Be aware of various types of work in their immediate environment (understand family work roles; know about several highly visible occupations such as teacher, fireman, doctor, store clerk, television performer).

2. Understand that all types of work contribute to society (can describe the contribution of several specific occupations, i.e., teacher helps people learn, firemen help fight fires, doctor helps people maintain good health, store clerks help people find and purchase needed items).

3. Understand the interdependence of work in the environment (knows that a worker in one occupation depends on others to do their jobs, i.e., grocery store clerk depends on farmers to grow food, on food processors to package it, on truck drivers to deliver it to the store).

4. Begin to understand that work performed in their environment fulfills personal, social, and economic needs (knows that people work for financial return which helps them support themselves and others; that people work because they enjoy the work activity such as being with people, building things, solving problems).

5. Recognize that there are a large number and wide variety of occupations (can list twenty-five to thirty occupations and know that they entail different types of activities).

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6. Begin to understand that occupations can be grouped together according to various characteristics (know differences in types of work activities such as some are physical while others are mental, some are done indoors while others are done outdoors, some require working with people, others with things).

7. Be aware of the changing nature of occupations (know that some jobs, i.e., elevator operators, handcraftsmen, become obsolete while other occupations are created, i.e., computer operator, astronauts).

8. Show interest and curiousity in exploring various types of work (like to read about various occupations, to talk with people who are in different occupations and to play games which allow them to practice work-type activities.

9. Begin to understand that different types of work require different types of preparation (know that some people go to school longer than others, i.e., doctors and engineers go to school longer than store clerks and truck drivers).

Elementary Objectives Related to Vocational Planning Behaviors and Attitudes

By the end of the elementary school experience, students will:

1. Make certain decisions and choices independently (can choose friends without being influenced by peers; can choose some play activities without consulting their parents; can select school activities without direction from the teacher).

2. Begin to be aware that they can affect desired outcomes through decision making and choosing (by saving money, they can buy things they want; by planning their free time, they will be able to both study and also play games with their friends).

3. Be able to formulate short range plans and carry them out (can plan a school project and complete it; can schedule time for a day and follow the schedule).

4. Be aware that decisions and plans often have to be modified (can revise their study schedule to incorporate an unexpected assignment; are not upset when the family's plans force them to miss an activity they were looking forward to doing).

5. Realize that they must accept some degree of responsibility for their choices and decisions (know that if they spend their allowance on one thing, they will not be able to have another; that if they do not complete their chores at home one day, they will have to do them the next).

6. Be aware that career planning is a lifelong process (know that they will continuously be gathering information about what people in various occupations do; that they will want to enter an occupation which will be satisfying to them; that within a few years they will have to make a number of career decisions).

7. Be aware that their interests can be expressed in a variety of ways and that in the future they can be expressed in a variety of different occupations (know they enjoy being outside and express this for their neighbors, but that later in life they can select an occupation which allows them to be outdoors such as forester,

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Junior High Objectives Related to Understanding of Self

By the end of the junior high school experience, students will:

1. Be able to distinguish between interests and abilities (can describe general types of things they enjoy such as being outdoors, doing physical activities, being with other people; can describe things they are good at such as building things with their hands, conducting simple scientific experiments, helping other students with their school work.

2. Begin to understand why they react as they do in a give situation (realize that they are quiet when they are in a strange situation; that they tend to show disappointment when they are not successful in an activity; that they will let others influence their actions because they want to keep their friendship).

3. Know their strengths and weaknesses, and attempt to develop strengths and overcome weaknesses (although they enjoy reading books and are not very successful at athletics, they are willing to spend some time in sports activities).

4. Continue to show evidence of accepting, liking and having confidence in themselves (have continued to make new friends throughout junior high; feel confident in participating in extra-curricular activities).

5. Have some idea about the kind of person they would like to be (can name other people who they admire and would like to be like; can begin to describe the type of life they hope to have when they are adults).

6. Demonstrate an increase in self-responsibility and be able to function independently (are able to complete school assignments during study time, are willing to express opinions which differ from their group of friends; are able to manage leisure time).

7. Begin to develop their own opinions, values and beliefs, and implement them through actions (invest time in activities which they view as important to them; are willing to offer their personal views on various topics in group discussions).

8. Work and play interdependently with peers and share experiences, feelings and ideas with them (are willing to both express their own opinions and listen to others' opinions in group discussions; are willing to talk with friends to solve misunderstandings).

9. Be able to adjust to new situations (enjoy going on short visits away from home; are looking forward to entering high school; enjoy joining community groups, i.e., church groups, social groups, etc.)

10. Accept and appreciate individual differences (enjoy being with different types of people, i.e., different ages, sex, background; are willing to form friendships with new people; like themselves and feel they are as worthwhile as other people).

11. Recognize and accept themselves as a changing individual and be aware of the emotional changes which occur during adolescence (feel comfortable about their physical appearance; feel that other people accept them).

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Junior High Objectives to Understanding the World of Work

By the end of the junior high school experience, students will:

1. Be able to group occupations by analyzing shared characteristics (can list several occupations within a given field, i.e., carpenter, plumber, painter are all in the field of construction; know the type of ability needed for certain occupational fields, i.e., biologists and chemists both like and do well in science and math).

2. Understand that within each occupational grouping there is a wide range of occupations (can list several occupations within a particular occupational grouping and knows that these occupations require different types of training and skills, i.e. within the construction field there are architects, engineers, carpenters, truck drivers, etc.).

3. Understand that occupations are interrelated and support one another (know that no matter which occupation they select, they will work closely with people from other occupations, i.e., doctors with nurses, editors with writers, engineers with electricians).

4. Believe that there is a wide variety of present and future career opportunities open to them (when asked what occupation they are interested in, they will give several different choices which are realistically related in terms of field and level, i.e., doctor, social worker, teacher, dentist).

5. Understand that they can potentially be satisfied with a number of occupations (when they list various occupations they are interested in, they communicate that they would be equally satisfied with several of them).

6. Realize that jobs and job requirements are constantly changing (know that the invention of new machines decreases the demand for certain types of jobs; that new inventions and occupational standards require increased amounts of training; that social needs create new occupations).

7. Appreciate the idea that people work for different reasons (know that some people work primarily for money, others because they enjoy the work activity, others because they are helping people, others because they receive recognition).

8. Be able to specify some of the reasons why work is important to them (when given a list of reasons for working, they will be able to indicate which are most and which are least important for them i.e., helping people and enjoying the work activity are more important than making money or gaining prestige).

9. Understand that the type of work which an individual does affects other areas of their life (know that their occupation will determine who their friends are; how much time they will have with their family; how much time they have to do other activities).

10. Have explored several occupational areas of interest to them (have talked to people in the area about their job, have visited the places where the people work, have read books or seen movies about the occupational area; from this exploration, they know what occupations are within the occupational area, what people in these occupations do, what training they have received, and what type of life they lead).

11. Realize that entry into an occupation depends on training and/or educational background (know that people in some occupations go to school longer than those in other occupations; that some occupations do not require special training; that school curricula are related to various occupations).

Junior High Objectives Related to Vocational Planning Behaviors and Attitudes

By the end of the junior high school experience, students will:

1. Develop skills in obtaining occupational information and use these skills repeatedly to study various occupational areas. (know several basic sources of occupational information such as other people, visiting work areas, reading books, talking to counselor; periodically, as they become interested in a new occupational area, they use these skills to explore the area).

2. Be able to formulate plans for a longer period of time (can plan leisure time for an entire summer; can organize study plans for an entire week; can plan and complete projects which take several weeks).

3. Realize that both objective and subjective factors are important in decision making (know that if some activity is really important to them, they will find the time to complete it; if they enjoy an activity they can concentrate on it for longer periods of time).

4. More clearly understand the cause-effect relationship between decision making and outcomes (know that school grades are related to the amount of time they decide to spend on studying; know that a decision to devote their time to one project means that they cannot do another one).

5. Recognize their abilities, interests and limitations, and be able to relate them to educational choices (when making course selections for the following year, they will be able to give reasons why they are making the selections; the selection which they do make will be realistic in light of available external data, i.e., past grades, stated interests, test scores).

6. Begin to consider broad occupational alternatives which may be satisfying to them and explore these in a variety of ways (can specify two or three occupational areas which are of interest to them; do not limit areas to one or indicate that they have no idea what they would like to do in the future; their actions support their stated interest areas through such activities as course work, leisure time activities, reading, etc.

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7. Understand the interdependence of occupational and educational planning, and know that educational decisions have an impact on future occupational opportunities (know that some occupations require more training than others; know the general level of education required for the several occupational areas of interest to them; can discuss current educational choices in light of their relationship to the several occupational areas they are interested in).

8. Feel confidence in themselves as a planner (when discussing educational plans with a counselor, they can take the initiative and share their own thoughts and feelings; although they consider suggestions offered by their parents, they are able to plan somewhat independently of them).

9. Know that decisions and plans are not irrevocable, and must often be modified in light of evaluation of experiences and information (if they are having great difficulty with a course they have selected, they are willing to consider changing the class without feeling defeated; when discussing educational plans, they convey an experimental attitude that this is what they would like to try rather than the view that they must succeed).

High School Objectives Related to Understanding of Self

By the end of the high school experience, the students will:

1. Be able to realistically appraise and differentiate their interests, abilities and aspirations (can specify which school subjects they like and do well in; have well defined activities which they like to do in their leisure time; can describe what they would like to be in the future, i.e., several occupations of interest to them, amount of money they want, types of people they want to associate with, etc.).

2. Pursue and develop their interests and abilities by engaging in activities that they find enjoyable and fulfilling (make course selection appropriate to interests and abilities; devote some time to appropriate extra-curricular activities; can focus their leisure time on activities of high interest to them; enjoy making friends with shared interests).

3. Develop an understanding of their temperament, needs and personality traits (begin to feel comfortable with themselves as individuals, i.e., know they enjoy doing activities alone and do not feel compelled to join a group; realize that they need the support of other people; like to help others and actively seek activities which allow them to do this).

4. Begin to clarify their philosophical outlook and value system by discussing them in relation to personal aims and goals (enjoy discussing topics such as politics, religion and current issues and are formulating their own opinions which they can support; are beginning to question which things are most important to them and evolving personal answers).

5. Begin to understand that there are different life styles and tentatively select the one most satisfying for them (they will begin to realize that there are many types of life patterns many of which are quite different from the one they and their family have; they will begin to realize factors related to life style, i.e., stress

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on material possession, stress on time with family and friends, stress on individual endeavors; they will explore various life styles through books, talking with other people, movies, television, etc,; they will begin to develop an idea of the type of life they would like).

6. Engage in new situations and explore their reactions to them (they are willing to engage in new activities, meet new people, read books expressing new ideas, etc.; their approach to these new situations is an experimental one in that they neither immediately reject or flee new situations nor do they impulsively accept all new situations).

7. Be able to relate effectively with peers and adults, and demonstrate an understanding of the needs and individuality of others (are not easily hurt by the actions of others, rather seek to understand why they behave as they do; have several good friends both male and female; are beginning to see adults less as authority figures and can enjoy them as individuals).

8. Demonstrate a further increase in self-responsibility, autonomy and independence (will not need continual definition of assignments from teachers, will begin to actively work toward future educational-occupational planning based on their own desires more than those of their parents or friends).

9. Attempt to implement constructive changes in the environment when they feel they are necessary (if they are displeased with school policy, they work to present constructive alternatives, rather than merely complaining; are willing to discuss maturely with parents desired changes in such areas as what time they must be home at night, work required of them around the house, etc.).

10. Continue to recognize and accept themselves as changing individuals living in a changing world with varying demands and opportunities (maintain an exploratory stance about their future occupational plans; feel increasingly comfortable with themselves as individuals and feel hepeful about what they will accomplish in the future).

High School Objectives Related To Understanding the World of Work

By the end of the high school experience, the sutdents will:

1. In addition to being able to group occupations by interest area and nature of activity, be able to group them according to level of training needed for entry (know that there are different types of training levels, i.e., on the job training, apprenticeships, special schools, colleges, etc.; know that various types of training require different lengths of time, i.e., associate degree requires two years beyond high school, bachelor's degree requires four years, master's requires one to two years beyond bachelor's, etc.; know other non-school requirements for entering occupations such as union membership, state licensing, etc.).

2. Be able to study occupations in terms of intrinsic, extrinsic and extra-role considerations and be able to specify which factors are most important to them (know that intrinsic work features are related to the nature of the work task itself including opportunity

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for self and social fulfillment, amount of autonomy, leadership and responsibility required, amount of variety, travel and adventure, and type of work conditions, i.e., hours on job, safety, etc.; know that extrinsic rewards of the occupation may include status, economic benefits, security, fringe benefits, etc.; know that extra-role considerations include the nature of work setting and non-work considerations such as amount of leisure time, etc.; can select several occupations of interest to them and analyze them in terms of these work features).

3. Realize that on-going retraining is necessary because of job obsolescence, job promotions and changes in occupational roles (know that new technological developments require the development of new skills in some occupations; that changes in professional standards may require further training for members of that profession; that with time some jobs become obsolete and, therefore, members of the occupation must relocate in other occupations).

4. Are aware of projected changes due to technology, economic and social conditions in the job market, and understand their impact on local and national opportunities (are aware of current changes in their own town, i.e., new industries or relocation of existing companies to another area, which will affect the number of jobs open in their community when they complete high school; are aware that some highly stable occupations, i.e., teaching, are now overcrowded and, therefore, entry into them is difficult or impossible; show evidence of considering these changes in the job opportunity structure in their planning by tentatively selecting occupational choices which are currently available and by considering alternative plans in case the picture should change while they are seeking further training).

5. See the relationship between school subjects and occupational possibilities (are able to describe the types of school subjects which are related to their tentative areas of occupational choice; know specific course requirements needed to allow them to seek further training in preferred occupational areas; are able to use this information to make appropriate high school curriculum selections).

6. Understand and appreciate the need for cooperation among employees and between employers and employees (know that interpersonal behaviors, i.e., positive attitude toward job, good communication with supervisor, ability to get along with co-workers, etc., are important to job success and satisfaction; exhibit these behaviors in the school setting, i.e., get along with other students, talk easily with teachers, complete assignments, are punctual, etc.).

7. Understand that there is a strong relationship between satisfaction with one's job and satisfaction with life in general (know that they will spend a large percentage of their life working and that enjoyment of the work activity is crucial to their happiness with life; know that the nature of the job they have will be a major influence on the rest of their life, i.e., how much money they have to spend, which people they will associate with in social activities, how much time they will have to spend with their family or on leisure activities).

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High School Objectives Related to Planning Behaviors and Attitudes

By the end of the high school experience, the students will:

1. Develop skill in gathering, utilizing, and evaluating a wide variety of educational and occupational resources (are actively involved in on-going career exploration using written materials, other people, visiting work setting, etc.; show initiative in exploring and selecting post-high school training opportunities, i.e., talking to employment service counselors, visiting colleges, community colleges, and technical schools; actively seek the help of parents, counselors and teachers in this exploration process).

2. Accept the responsibility for decision making with respect to personal adjustment and vocational-educational planning (when they talk to the counselor, they show evidence of having explored tentative possibilities and formulated plans rather than merely seeking advice; increasingly talk in terms of what they want to do and think they can do, rather than what others want them to do).

3. Have expanded career horizons through participation in simulated and/or work experience programs (have actively sought to participate in a number of work activities through part-time jobs, volunteer service, extra-curricular clubs, and/or work experience programs; have sought to have varied work experience by trying a number of different types of work activities; can discuss their feelings about various occupations based on the experience gained through these work experience opportunities).

4. Be able to realistically appraise their interests, abilities, aspirations, values and personality traits in relation to probable success and satisfaction in preferred occupational areas (can relate their success in school subjects, hobbies, and extra-curricular activities to types of occupations which call for similar activities; know which needs, i.e., being outdoors, helping people, etc., they hope to fulfill in a job and can name occupations which enable them to meet these needs; know how much time and effort they want to devote to their job and can list occupations which meet their criteria).

5. Have established a plan which will lead either to an entry occupation, further education or training, or an alternative experience upon the completion of high school (have applied to and been accepted to the training institution stated in their plan; have considered other factors which might affect their plans, i.e., financial resources, military service, marriage, etc., have successfully pursued a course of study in high school which enables them to implement their future plans; have discussed their plan with others such as teachers, parents, and/or counselors).

6. Be open to re-evaluation and revision of decisions and plans (continue to explore occupational-educational possibilities after tentative choice is make; can revise plans as reality factors dictate, i.e., not being accepted to college of their choice).

7. Can maintain a balance between futuristic planning and a focus on the present (although they are actively working to implement future plans, they are still interested in current school activities).

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Post-High School Objectives Related to Understanding of Self

By the end of the post-high school experience, students will:

1. Be able to accurately appraise their needs, personality traits, interests, aptitudes, and abilities; and analyze them in terms of strengths and limitations (can give an accurate description of themselves to others including a description of activities they enjoy and are good at and activities which they do not enjoy and cannot do well; this self-description will be accurate when compared to external data, i.e., grades, test scores, course selections, extra-curricular activities, etc.).

2. Be able to differentiate themselves from others and appreciate both their own and others' individuality (although they are interested in discussing decisions and plans with others to seek their viewpoint, they are able to make decisions independently; feel satisfied with themselves as they are without a strong need to be different).

3. Can describe their values, attitudes, and preferred life styles (can describe the type of life they want to live; have formulated and followed a definite educational plan which will allow them to enter an occupation which is compatible with their values and preferred life style).

4. Believe that the future offers alternative opportunities for them and express this through an active exploration of these opportunities (although they are now able to enter the world of work, they are still exploring alternatives such as further educational training, opportunities for on-the-job training, chances for promotion within their chosen occupation, etc.).

5. Periodically re-evaluate possible changes in their interests, values, goals, and concepts of success (throughout the post-high school experience, they have been evaluating the appropriateness of their tentative occupational choice in light of courses taken and other experiences; if their tentative choice does not seem appropriate, they have altered their curriculum choices to allow entry into another occupational area).

6. Be able to form satisfying interpersonal relationships, and grow and develop through them (they have made new friends, i.e., people from various geographic regions, people of different ages; from these new friendships they have expanded their understanding of different attitudes, values and life styles).

7. View themselves as individuals who are growing and developing and seek to pursue activities which will enhance their self-development (they have selected elective courses which allow them to explore new interest areas; they have become involved in social groups which allow them to meet a variety of people and engage in a number of new activities).

8. Be flexible and adaptable, and have the ability to adjust to change (they have evaluated their original curriculum choice and changed their major field if the original choice was not satisfying to them;

they are informed about the current demand for opportunities within their selected occupational area; they do not view the job which they will enter after the post-high school educational experience as their final occupational choice).

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Post-High School Objectives
Related to Understanding the World of Work

By the end of the post-high school experience; students will:

1. Understand the concept of work from an economic, sociological, and psychological viewpoint (they are specifically aware of the economic, sociological and psychological contributions of their selected occupational field; they have evaluated these contributions to determine whether the specific type of work they have selected will be personally fulfilling for them; they understand and respect the contributions which people in other occupational areas make to society).

2. Be thoroughly familiar with several occupational clusters of interest to them (they are familiar with the nature of the work activity, work conditions, training requirements, security, salary, and needs which can be met in several occupational areas; from these areas they have selected the one of greatest interest and sought specific training needed for entry into the occupational field; they can outline a plan for advancement within their selected occupational field including possible jobs available, needed additional education and on-the-job behaviors which lead to advancement).

3. Be aware of the impact of change on the job market and thus will not describe goals as unalterable choices (can specify alternate jobs which would allow them to utilize their current skills; can specify other occupational areas which would provide job satisfaction for them and would allow them to utilize their abilities; although they are committed to their current occupational area, they are willing to continue to explore other occupational areas).

4. Have a clear understanding of their attitudes and their values toward work and seek a means of implementing them (they have thoroughly explored the relative importance of work to other aspects of their life, i.e., time for family, leisure time, travel, community service, etc.; if possible, they have selected an occupation which allows them to meet these needs, i.e., an occupation which requires little overtime work, which allows them to help other people, which allows them to engage in activities which they enjoy.).

Post-High School Objectives Related
To Planning Behaviors and Attitudes

By the end of the post-high school experience, the students will:

1. Be able to state the types of information needed for vocational planning (they are aware that they need to consider both information about themselves, i.e., abilities, interests, values and life style, and about the world of work, i.e., occupational areas, type of work activity, nature of work setting, benefits derived from work, training needed for specific occupations, etc.)

2. Have research skills which enable them to locate and use information in decision making (are able to utilize a variety of sources to gather information about occupational possibilities, i.e., people in the occupation, counselors, written materials, work experience, etc.;

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are able to objectively and subjectively evaluate the information they have obtained (can accept objective information such as test scores, feedback from other people and school experiences but realize that their own attitudes and values will affect the importance of this information in decision making).

4. Be able to specify several occupational areas of interest to them, evaluate their probable chances of success in these and select one area which they tentatively would like to enter (as they complete their post-high school training, they are able to explain why they selected the occupational area they did by accurately describing it and other areas which they have considered, and describing their own abilities, interests, values and attitudes which they considered in making their choice).

5. Have completed the major steps which allow them to enter their selected occupational area (they have successfully completed the required training; they have decided which type of position will be most satisfying to them; they have sought and obtained placement in their first work position).

6. Be able to describe further vocational plans (they see their initial position as one of a series of steps; they are able to outline their plans for advancement within their selected occupational area, i.e., further training, opportunity for promotion).

CHAPTER V
CAREER GUIDANCE APPROACHES

Chapter Goals

This chapter is intended to help the staff of a particular school select career guidance activities which are appropriate to the needs of the students. Specific goals are:

1. To present a variety of considerations which are important in selecting activities.
2. To describe a variety of educational approaches which can facilitate the attainment of career guidance objectives.

Why is this Information Important

The implementation of learning activities to meet the program objectives constitutes one of the core elements of a career guidance program. To adequately accomplish this, however, counselors and teachers must first have a knowledge of the variety of activities potentially relevant to their program goals and an understanding of the various factors to be considered in selecting these experiences and approaches. This sort of knowledge is often difficult for the counselor and/or teacher to attain, because coverage of career guidance approaches in the literature is scattered throughout a wide range of resources in a somewhat fragmented fashion. In addition, there are many gaps in the career guidance literature; thus, this body of information in itself is far from completely adequate for providing a basis for designing activities geared to meet a comprehensive set of career development objectives.

In an effort to help counselors, teachers, and other staff members familiarize themselves with relevant learning activities, this chapter describes: 1) a variety of activities that have been effectively utilized in career development programs; and 2) educational and guidance approaches, not traditionally applied to career guidance, which have direct relevance to the scope of objectives stated in this guide.

Factors to Consider in Selecting Activities

Learning Objectives--Before deciding on any one specific career guidance method, it is necessary to specify the learning objectives which one hopes to meet through application of that method. Since career guidance programs are designed to facilitate the career development of individual students, it is important to state exactly what outcomes are desired. Once these have been decided, they provide criteria for the selection of methods.

Learning Potential of the Method--Once learning objectives have been developed, it is possible to examine methods in terms of their potential for facilitating the type of learning which is desired. The development of educational methods is usually based on specific learning principles, and each method is effective in facilitating some types of learning. It is important to be familiar with the literature on the effectiveness of approaches in order to select the most appropriate methods for any given learning objective.

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Level of Student Development and Nature of Student Populations--In order for the learning potential of an activity to be maximized it must be appropriate for the developmental level of the students with which it is utilized. Thus, in selecting activities, student characteristics such as grade, ability, achievement level, educational and occupational aspiration, self-concept, and motivation should be considered. In addition, specific populations often have special needs which are better met through some approaches than others.

Available Expertise--Another critical factor to consider in selecting activities is the level of staff expertise. This means that, all factors being equal, a method should be selected because: 1) someone on the existing staff has the expertise needed to use the method, 2) someone on the existing staff can acquire the needed expertise through the use of staff manuals or by obtaining additional training, or 3) other resource people are readily available.

Available Resources--In addition to staffing, other resource considerations are important in the selection of a method. Educational methods require specific facilities, equipment, and materials which are often quite costly and consequently methods selected should be those which can be implemented within the range of available resources or feasibly obtainable resources.

Compatibility with Existing Program--Change is often quite difficult to initiate and maintain. This is frequently because a change in one part of a program may require subsequent changes in other parts of the program. When selecting a method, it is important to consider the impact of the acceptance of that method on other parts of the career guidance program. In general, it is preferable to select those methods which are most compatible with the existing program either because less change is needed or because those changes which are required have a favorable impact on the program.

Achievement Motivation Training

Achievement Motivation Training consists of a variety of procedures to help increase an individual's motive to achieve success. This training is directly relevant to the career development process, since these programs are designed to help individuals raise their level of aspiration; set and achieve goals in accordance with their values, priorities, strengths, and interests; and become more self-affirming, self-determining, and self-motivating. Recent research has indicated that a person's level of achievement motivation can be raised by creating a supportive motivational climate and by providing a combination of specifically designed cognitive and affective experiences. Although achievement motivation programs vary, the following are usually major components: 1) procedures that teach the thought characteristics of people with high achievement motivation; 2) activities that teach the action strategies of high achievers, e.g., moderate risk taking, initiation, and use of concrete feedback; 3) techniques which help the individual set short and long range goals and make short and long range plans; and 4) cognitive and affective support for whatever change the client desires. There are numerous specific practices for achieving the objectives of each of these components including such activities as writing achievement stories, role playing, simulation gaming, behavior contracts, and self-exploratory and self-confrontation experiences

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Autobiographies

An autobiography or life story is a creative writing experience, semi-structured or unstructured, in which students write about events in their lives and their attitudes and feelings toward them. Through the use of this approach students can gain a greater understanding of self and the effects of various experiences on them, and, in addition, it can provide a constructive avenue for students communicating with one another about themselves and gaining a greater awareness of similarities and differences with others.

Behavior Contracts

A behavior contract is an agreement between two or more persons specifying what each person will do for a stated period of time, and what positive consequences will accrue if the contract is carried out. This approach is based upon the principle that rewarding or reinforcing mutually agreed upon changes will facilitate behavior changes. It is a logical outgrowth of specifying reinforcement contingencies in advance and enabling individuals to anticipate changing their behavior on the basis of a verbal promise or written agreement that some positive consequences will be forthcoming. This approach is a relatively recent contribution to the field of counseling and guidance, and examples of its application include its use in reducing disruptive classroom behavior, raising the achievement level of underachieving students, and making agreements between parents and students to alter academic and behavior problems. Many other contractual agreements are possible and this technique can be readily applied to the area of career development.

Bibliotherapy

Bibliotherapy consists of reading done by a person as a technique to obtain additional information and insights which might lead to improved mental health and personal adjustment. It is a process of dynamic interaction between the reader and literature--interaction which may be utilized for personality development and growth. Through reading and subsequent guided discussion, students can identify with and gain insight into problems or situations similar to their own and gain a better understanding of themselves and their personal and social environment. Areas such as relations with peers, family dynamics, lack of self-confidence, adjustment to school, personal fears, selecting and preparing for an occupation, intergroup relations, emotional conflicts, physical handicaps, etc., are examples of concerns that can be explored through this approach. Although bibliotherapy can be utilized with a clinical framework by a skilled therapist, it can also be used as a developmental guidance technique by teachers and guidance personnel. Consequently, it is important that teachers and counselors be aware of the effect of reading on children and youth and realize that through literature many individuals can be helped to deal with the developmental problems they face.

Business and Industry Visits

Business and industry visits provide groups of students with the opportunity to observe and interact with workers in their functional settings, and such trips, if carefully organized, can offer valuable

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learning experiences. They seem particularly important since the world of work is extremely complex, and many occupations are removed from the public view. Consequently, an increasing number of students have little opportunity to go "behind the scenes" and actually see how and where certain types of work are performed. Students' perceptions may have developed from limited information and, thus, might be quite unrealistic and inaccurate. These visits or tours, therefore, can be meaningful vehicles for providing students with direct contact with the world of work and can be highly motivating to students, encouraging them to further explore both the world of work and their own future plans.

Career Days

The career day is a program in which representatives from a variety of occupations visit a school on a designated date and discuss their fields of work with groups of interested students. By providing students with pertinent information about specific fields, it is designed to broaden their concepts and understandings about career planning and become involved in the career decision making process. In addition, it provides students with role models with whom they can interact and resource persons from whom they can obtain additional information if their interest continues and expands.

Career Logs

These are student kept records of experiences, perceptions, and reactions which may help the individual reflect on career goals and offer a place where he or she can set down some exploratory occupational hypotheses. The content of career logs should be flexible and to a large degree left up to the student, but suggested areas to keep a record of includes interests, hobbies, abilities, values, work experiences, reactions to various courses of study, perceptions of self, and perceived strengths and weaknesses. If kept for a period of years, career logs may offer an interesting pattern that highlights how the student has changed or grown as a result of various experiences, thus, these records could provide some information and perceptions that might be helpful in decision making.

Classroom Resource Bank

This consists essentially of a human resource bank that lists all members of the class and their particular assets which will be useful in helping others. The use of such a directory can lead to increased self esteem and help improve interpersonal relationships among class members by legitimizing the use of age peers as non-competitive resources who seek and give help to each other. Thus, instead of leading students to view themselves as passive recipients of knowledge, this approach helps them gain the ability to exercise their initiative, to use others selectively as resources for their own growth, and to provide help to fellow students. A variation of this approach is a directory of adult and child human resources in the entire school or in the community.

College and School Visits

A visit to a school or college that a student is contemplating attending can help the individual learn more about the institution and

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its various programs. Such visits, conducted either individually or in groups, have been on the increase in recent years with the growing emphasis on post high school education and the realization on the part of secondary and post secondary schools that they must become involved in helping students make appropriate educational choices. This approach can provide the student with first hand information that could not be obtained through merely reading catalogs or viewing films of the school; thus, visits are a helpful supplement to knowledge and impressions obtained through these means. If possible, during these visits students should have the opportunity to talk with members of the student body and learn of their interests, goals, and academic and social life; talk to representatives of curricular areas in which they are interested; and visit educational and living facilities. Although the school visit is often considered in making plans for students who are college bound, it is often not given equal consideration for those students whose interests lie in other educational directions. It is equally important, however, for these students to learn as much as possible about various institutions, and such arrangements can and should be made for students who are interested in vocational and other noncollegiate schools.

Community Resource Survey

This technique consists of compiling a list of people in the school and community who are willing to be interviewed by students to provide them with a personalized description of their occupation. School and community personnel can be an excellent information source, for it provides students with the opportunity to ask questions directly relevant to their concerns and interests and allows them to gain a first hand knowledge of a job and the worker's perception of it. Adding this "personal touch" to occupational information suggests a needed focus that is frequently neglected in career guidance--the involvement of community members in the educational and career planning process.

Creative Writing

Creative writing is one facet of creativity development in which individuals express their unique ideas, thoughts, and feelings through the use of the written medium. It can provide an avenue for self-expression and self-exploration, and facilitates self-understanding. Generally, teaching and guidance personnel have not shown much interest in utilizing creative art forms to enhance student development, but this approach does seem to have much unrealized potential.

Creativity Development

The word creativity has been used in a myriad of ways and accordingly no single definition will cover all the meanings ever attached to it. A definition relevant to career development, however, recognizes that all humans have some creative potential and views creativity as a successful step into the unknown, getting away from the main track, being open to experience and permitting one thing to lead to another, or seeing new relationships among ideas. This conception of creativity goes beyond the constricting definition of it as a talent, something that is a special gift for a special few, and thus has implications for a wide range of students.

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utilizing commercially produced media, many schools are also developing their own educational media in an effort to better meet local needs.

Group Counseling

Group counseling is an approach which uses the medium of the small group to help individuals explore feelings, attitudes, and behaviors in an effort to help them deal with developmental problems and concerns. It is an extension of the overall counseling process that is aimed at maximizing the resources of group members, group interaction processes, and a supportive peer environment for facilitating problem solving and growth and development of students. Although there are a variety of approaches to group counseling, the content for the sessions arises from the concerns of group members, and an effort is made to facilitate behavioral and attitudinal change through a combination of affective and cognitive involvement.

In recent years group counseling has been increasingly utilized in schools, focusing on many areas relevant to career development such as self-exploration and identity seeking, educational and career planning, improving interpersonal relationships, increasing individual potential, raising achievement motivation, and testing new behaviors and attitudes.

Group Guidance

Group guidance refers to the presentation and discussion of information related to the educational, career, and personal-social concerns of individuals. It is primarily instructional and informative in nature and is utilized when a group of students share a common need for information or assistance in problem-solving and decision making. Although the same content discussed in group counseling can also be discussed in group guidance, these two approaches can be distinguished by the following factors: group guidance is intended for all students whereas group counseling is intended for students with temporary problems which require more than information; group guidance makes an indirect attempt to change attitudes and behaviors by focusing promarily on information presentation and cognitive discussion, whereas group counseling attempts to directly modify them through affective involvement; group guidance procedures can be used with quite large groups such as total classes, whereas group counseling, which is dependent upon the development of group cohesiveness and the sharing of personal concerns, is most applicable to relatively small groups. Since all facets of career decision making require the consideration of a broad scope of information about self and the environment, this approach is directly relevant to the career development program.

Individualized Education

Individualized education refers to any procedure used to insure that the individual students receive instruction that is specifically appropriate to them. The process consists of planning and conducting with each student general programs of study and day-to-day lessons that are tailor made to suit the particular learning needs and characteristics of the learner. This definition requires starting with the individual in planning what is to be learned. A chief justification for individualized education is that it can provide the means whereby every student regularly achieves mastery of the learning tasks he undertakes.

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Cultivating creativity in this broad sense, therefore, involves providing a curriculum and classroom climate which encourages and stimulates students to develop their individuality and uniqueness; discover and pursue new areas of interest and ability; and be resourceful, inventive, spontaneous, open, and self-expressive. Although students will vary greatly in their creative potential and these goals are difficult to achieve, research has increasingly demonstrated that education can play a vital role in the development of creative efficacy.

Decision Making Training

This consists of instructional programs or units designed to help students develop decision making skills and receive practice in making decisions. This approach is based on the rationale that since an individual must make vocationally, educationally, and personally relevant decisions throughout his life, guidance should help facilitate learning effective decision making strategies.

Unlike many aspects of guidance, decision making training has been relatively highly developed in terms of resources and procedures and offers some readily adoptable packages that could be incorporated into many existing guidance services. Although there is variation among these programs, they usually focus on some or all of the following components: 1) helping students understand the process of decision making; and 2) helping them develop effective decision making strategies, including strategies such as clarifying the decision situation, considering the possible alternatives in that situation, searching for relevant information about the possible outcome of each alternative, evaluating the information in light of personal value judgements and objective criteria, making correct inferences, and reviewing plans and modifying goals in light of experience. A strong emphasis in decision making guidance programs is an emphasis upon assisting the individual in acquiring both self descriptive and environmental data, and in using this in making educational and vocational plans. Thus in some programs the individual is encouraged to think in terms of probability statements which present possible alternatives and outcomes and call for examining probable outcomes of each and what they might mean to him or her in terms of personal rewards and satisfactions. Another emerging emphasis in these programs is the encouragement of the examination, discovery and development of personal values in youngsters.

Educational Media

There are a wide variety of educational media which are being utilized to transmit occupational information, to facilitate career and self exploration, and to promote the learning of planning and decision making behaviors. Examples of the many varieties of educational media include written materials, tape recordings and cassetts, slides, films, filmstrips, radio and television series, and programmed instructional materials.

Written materials are probably the most commonly used medium, however, they are not as successful as some other forms of media in arousing learner interest and motivation. There are many commercially produced multi-media materials and these materials are increasingly being utilized by school districts to supplement written information in career development and other educational programs. In addition to

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The key to individualized education is student self-direction where students learn effectively without continual guidance or assistance from a teacher. A variety of ways for obtaining a high degree of student self-direction can be distinguished. One is to provide the student with self-instructional learning materials that provide specific resources and cues for undertaking and proceding with learning tasks; another is for students to assist one another in a peer tutoring or student team context; and the third is for the student to possess and use competencies in planning and conducting his own learning activities with the assistance of the teacher such as through conducting individual projects and engaging in independent study. It should be noted that individualization is intended to supplement, and not to replace group experiences since numerous learning objectives can only be met through group discussion and interaction. This approach is relevant to career guidance since the basis of an effective career development program is assessing student needs, specifying the learning objectives, and designing learning experiences relevant to the needs of the individual student.

Intergroup Education

Intergroup education is a relatively new component of the educational process which seeks to facilitate the development of attitudes, understandings, and skills essential to harmonious relations between persons of diverse races, religions, national origins, and socio-economic status. Although not widely implemented at present, this approach seems to be of critical importance, since all facets of career and individual development can be either hindered or facilitated by the quality of interpersonal and intergroup relations that exist in the school, in the community, and in society at large.

A variety of resources and programs have been developed that are designed to help children and youth develop a sense of social sensitivity, understanding, appreciation, and respect for individuals from a different background from their own. These include audiovisual materials, classroom techniques and activities, literature, use of community resources, and school-wide procedures. Realizing that it is at the classroom level that the implementation of intergroup education fundamentally takes place, it must be recognized that this is not appropriate to only one aspect of the curriculum, but must be integrated into the total school experience via the attitudes and practices of teachers, guidance personnel, administrators, and other school staff.

Life Skills Counseling

Life Skills Counseling provides a structured means of helping disadvantaged groups acquire the necessary experience, knowledge and skill to cope effectively with the interrelated problems encountered in employment training, on the job, at home and in the community. It is based on the realization that although some progress has been made in devising meaningful programs to help the disadvantaged acquire vocational skills, there has not been a concommitant effort to help them learn life skills, and consequently the multiple probelms of disadvantaged adolescents and aduits often make if difficult for them to take full advantage of their emerging training and employment opportunities.

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This approach represents a serious attempt to integrate educational and psychotherapeutic principles and techniques for the development of personal competence in many aspects of life. It employs a curriculum directly based on the problems the clients are experiencing and utilizes a four stage learning model which integrates counseling and teaching functions.

The program was first utilized with black adolescents in the TRY Project (Training Resources for Youth) in New York City and development of the program is continuing and is currently being refined and adapted for use with Indian adults in rural Canada. Second generation programs will explore implications of the Life Skills approach for other populations, both disadvantaged and middle class.

Locally Developed Taped or Filmed Interviews with Workers

This procedure entails the development by teachers, counselors, or students of audio-taped or filmed interviews of workers on the job. This provides a means of developing personalized occupational information at a relatively reasonable cost. It can provide a meaningful and motivating learning experience for both counselors and students by providing an opportunity for developing interview skills, learning job analysis techniques, gaining increased knowledge about various jobs, and learning about the use of various media. An added advantage of this procedure is that locally produced occupational materials containing local color and information is often more relevant to the needs of a student than commercially produced materials which are geared to a much broader section of the population. A variety of such materials has been developed successfully by counselors and teachers in counselor education courses and, in addition, high school students have been trained to prepare audio or audio slide packages for their school.

Parent Counseling and Consultation

Parent counseling and consultation is a guidance approach in which counselors work with parents to help them attain a greater understanding of their child and to help them develop means by which they can foster the educational, career, personal, and social development of their children. This approach reflects the growing recognition that since parents greatly influence students' motivation, achievement, self-perceptions, interests, attitudes and values, the effects of parental behavior and the parent-child relationship can either support or negate basic career guidance efforts.

Recent efforts at parent cooperation demonstrate that parents are involved from the preschool to the high school level. Areas of parental involvement specifically related to career development include individual or group counseling sessions dealing with the following areas: upgrading academic achievement, self-concept improvement, the nature of the decision-making process, educational and vocational planning, and the nature of vocational development including what might be expected of children at various school levels.

Peer and Cross Age Helping

Peer and cross age counseling, a relatively new concept in the field of guidance, is an approach in which nonprofessionally trained

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students are involved in roles to help other students of the same age or younger. Such programs are based on the conviction that students are an unused potential human resource and that much can be gained by capitalizing on the unique relationships and peer influence of youngsters and adolescents.

Since youth of a similar age group usually are able to communicate effectively with one another and exert a strong influence on each others' attitudes, self-concepts, aspirations, and motivation to learn, peer and cross age counseling provides a promising vehicle for extending counseling and guidance services. Such programs have potential benefits for both helpers and helpees, and can focus on social, emotional, learning, or career related areas. Examples of its application include college residential counseling, tutorial work, academic advising, telephone crisis intervention, upgrading of school achievement, drug counseling, and self-exploration and personal problem solving.

Problem Solving Skills

The development of problem solving skills entails improving the individuals capacity to creatively confront a variety of problematic situations and to make choices, decisions or adjustments that will lead to an effective and satisfying solution. Although the problem solving process has been conceptualized in several different ways, the basic components include the ability to 1) obtain information, 2) utilize information, 3) develop solutions to problems through creative synthesis integration, 4) make errors comfortably and continue to integrate solutions, 5) put the plan into action, and 6) remain open to new information.

This approach, which has received increased emphasis in recent years, is very relevant to career development since the ability to solve problems effectively is closely related to the development of planning a decision-making skills, a positive self-concept, a sense of aging or fate control. A variety of activities and resources focusing on both realistic and fantasy problems have been developed to help facilitate this process.

Role Playing

Role playing is a form of spontaneous dramatization in which an individual acts out a role other than his own in order to explore a variety of life situations. This technique is essentially a device for developing skills and insights by acting out experiences which parallel real life problems and roles, and by discussing feelings and reactions toward these enactments. It is relevant to almost all facets of career development for it can provide students with the opportunity to try out new behaviors under safe and supportive circumstances; develop an understanding of various work roles; better understand the attitudes, feelings, and situations of others; grow in their ability to generate alternatives to various problem situations; and develop increased ways of expressing themselves. Examples of specific applications to career development include enacting the role and duties of various workers, practicing employment interviewing behaviors, and role playing the consequences of different decisions and choices.

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School Employment Service

This procedure involves establishing an "employment agency" within an elementary or junior high school whereby students apply for available jobs within the school and then carry out these jobs. It is a kind of simulated work situation designed to broaden students' perceptions by acquainting them with applying for work, filling out applications, interviewing, and performing a variety of work roles. Providing students with "work experience" at a relatively young age is based upon the principle that a child's previous experiences will influence his thinking when that task or a similar one presents itself. Thus, designing opportunities for youngsters to learn about the rules of work and have simulated job experiences can influence the child's later reactions to work and work related situations.

Self-Concept Development Programs

Self-concept development programs or ego development curricula consist of a series of guidance approaches and activities designed to enhance the pupils' self images and help them acquire healthy constructive feelings about self. Self-concept development is integrally related to career development, since all facets of a person's behavior including the development of interests and abilities, career decisions and choices, and motivation to learn are directly influenced by feelings and perceptions about oneself. An individuals self-concept is influenced by a wide variety of factors such as the attitudes and expectations of significant others and opportunities to achieve success; therefore, this approach is based on the premise that an individual's self-concept can be enhanced through providing specifically designed curricular experiences in conjunction with a positive and supportive interpersonal climate. Recognizing these possibilities, teachers and guidance personnel can utilize a variety of programs consisting of specific objectives, suggested activities and experiences, resource materials, and staff manuals.

Simulation Gaming

Simulation gaming is the process of providing experiences which parallel real life situations and involve the participant in such activities as: 1) seeking and obtaining information, 2) decision-making, and 3) acting on feedback received as a result of a specific decision strategy. Simulation gaming, therefore, enables the individual to test out a real situation; to investigate the extent to which the real situation, e.g., a specific occupation, is satisfying to him; to learn which skills and knowledge the situation requires; to apply specific skills and knowledge to a situation; and to see the effects specific skills, strategies and decisions have on a given situation. A wide variety of simulation games have been developed commercially, and two types which have direct relevance for facilitating career development are social interaction games and individual skill games. The social simulation games are those which enable the learner to better understand the nature of interaction between himself and the social environment in which he lives and focus primarily on the nature of interaction with other individuals, groups, and organizations. Individual skill games place less emphasis on the interaction of one

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player with another and instead provide a simulated situation in which the individual may practice skills and behaviors. An example of this type of simulation is the exploration and learning of occupational behaviors. Usually these games provide a model of the behavior, allow the individual to practice the behavior, and then provide feedback on his or her performance.

Social Modeling

Social modeling is a guidance approach which involves the learning of specific behaviors through observing a model who demonstrates the desired behavior that the client wishes to learn. The approach is basically one of learning by imitation and example, since the student learns the behavior by viewing it in another rather than through direct experience. The basic types of modeling include the use of live and symbolic models. The live model is the most familiar and involves the use of actual people, such as a counselor or peer, who exhibit the desired behavior. Symbolic models are models which have been developed using recordings, films, and/or video-tapes. Social modeling procedures have relevancy for the acquisition of a wide range of behaviors. Counselors and teachers are in a position to develop and utilize systematically modeling techniques which will facilitate the career development process. Specific applications of social modeling for career development include developing skills in acquiring occupational information, learning career planning, learning job interviewing skills, acquiring decision-making skills, and developing successful on-the-job social behaviors.

Student Produced Materials

Utilizing this approach, a counselor or teacher supervises student development of occupational information materials. The development of such materials, directly relevant to the needs and interests of the students, is an excellent means to supplement and enrich the resources of the guidance department, as well as a vehicle for providing a motivating and meaningful learning experience. Potential benefits to the students include becoming thoroughly familiar with an occupational area of interest, working cooperatively as a member of a team, developing and utilizing a variety of research and information seeking skills, gaining a knowledge of various multi-media materials, and being actively involved in an experiential learning situation. The many possibilities which can be developed by students depend upon the creativity and ingenuity of guidance personnel and students as well as the availability of resources. Examples include: resource kits of various occupations, slide presentations of workers on the job accompanied by written job descriptions, taped interviews of students who have taken summer jobs, and audio-visual taped interviews with workers.

Use of Art Work

Through the use of a variety of art media students can express perceptions of self and the world of work; thus, art can be used to facilitate the career development process. Art can be used in many different ways, especially at the elementary and junior high school

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levels. Examples include: constructing models or puppets of community workers, preparing murals on various career related subjects, and painting scenes depicting favorite activities. Art counseling, an approach that has not been widely used in educational settings, has potential to facilitate self exploration, self understanding, and self-concept enhancement. Art counseling essentially involves the introduction of art materials into a counseling relationship, enabling the client to express himself through this media.

Use of Existing Curricula

This approach refers to utilization of the school curriculum to foster the career development of students. Basically, there seems to be agreement in the field that the school curriculum can be used to enhance vocational development, and the literature has indicated ways in which the classroom situation can facilitate this process. Currently, however, principles and concepts of vocational guidance are not being effectively incorporated within the school curriculum; thus, there is a need for counselors and teachers to find ways of making the instructional program vocationally relevant. Although it is difficult to classify the various curriculum applications, the following three broad categories can be considered: 1) Developmental Guidance Curricula which are designed to facilitate career and self development and are comprised of specific behavioral objectives and a series of curriculum materials and experiences designed to meet these objectives; 2) Special Vocational Guidance Curricula which are specially designed curriculum materials intended to help students learn vocationally relevant skills and behaviors such as decision making; and 3) Vocationally Relevant School Curricula which stress helping the student understand the relationship between basic school curriculum, e.g., science or math, and future occupational experiences.

Use of Photography

Photography can be a useful technique in helping students explore their environment, increase their vocational awareness, improve their self image, and gain a better understanding and appreciation of self and others. This media, which is highly motivating to most students, can be used in a wide variety of ways to enrich the career development program. Applications depend on the creativity of teachers, guidance personnel and students. For example, taking pictures of each child in a class, displaying them on a bulletin board and discussing them can be an interesting vehicle in helping children gain a greater awareness of similiarities and differences among people. Taking pictures of various people at work in the school and community can provide a stimulating means of depicting people on the job.

Value Education

Value education is a relatively new concept in the field of education which entails providing the student with experiences for exploring value alternatives, making value judgments, understanding and appreciating the values and judgments of others. This must be distinguished from indoctrination, preachment or moralization, for this approach does not seek to perpetuate a pre-determined set of

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values but rather is designed to help the student develop, analyze, and clarify his or her own value system. Since values are predispositions that profoundly influence all aspects of an individual's behavior and since youth today are confronted with a widening range of alternatives and choices, there is a growing belief among educators that planned value clarification experiences are greatly needed by children and youth in contemporary society. This approach is integrally related to career development, for the life style and work an individual chooses to pursue, the decisions he makes, and the attitudes he develops toward self and others are largely dependent upon the values he holds. Currently, although there is a small trend toward incorporating value education into the high school curriculum or pursuing it through guidance seminars or groups, most career guidance programs do not address systematically the issue of values. A number of staff manuals have been developed and these could be adapted to the needs of a local setting.

Work Experience Programs

Work experience programs provide secondary school students with the opportunity to combine study in the classroom with realistic experience in an actual employment situation. The rationale underlying these programs is that students need the opportunity to test vocational choices prior to actual entry into an occupational field. Such programs; if carefully designed and implemented, potentially can help students explore vocational possibilities, expand vocational aspirations, and make tentative choices; facilitate the development of work related habits and skills; help students develop an understanding of the relationship between education and the world of work; and increase the educational motivation of special types of students, e.g., potential dropouts, the disadvantaged, and handicapped. There are a variety of programs currently in existence. Three major types are cooperative education programs, work study programs, and volunteer work experience programs. Although these programs vary somewhat in their procedures and foci, the all involve the cooperation of the high school and local employers who divide the instructional and supervisory responsibilities to assist the student in this reality testing experience.

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CHAPTER VI
CAREER GUIDANCE PROGRAM STAFFING PATTERNS

This chapter is intended to help the staff of a particular school understand a variety of staffing patterns which can be utilized to strengthen career guidance services. Specific goals are:

1. To suggest reasons why it is important to consider new staffing patterns for career guidance programs.
2. To describe various types of staff which can be used in career guidance programs.
3. To suggest the role of the counselor in the coordination of various staff groups.

Importance of New Staffing Patterns

Increasingly, career guidance programs are utilizing a variety of staff who are not counseling specialists such as students, teachers, parents, paraprofessionals and community volunteers. There are several reasons why use of diverse staff groups might be considered.

Increase Program Comprehensiveness - To be effective in facilitating successful career development, career guidance programs need to be continuous (kindergarten through post-high school) and comprehensive (offering a variety of services). To provide these services a total effort which draws on the interests and strengths of all available staff in both school and community is needed.

Diversity of Student Needs - Students of various age levels and of various characteristics have different career guidance needs. Research on counselor effectiveness and the importance of models in vocational development, tends to support the idea that effectiveness of services is largely dependent on the extent to which the staff member is similar to the student.

Rapid Changes in the World of Work - A career guidance program needs to be based on current and accurate information about the world of work. There are individuals in the community, e.g., representatives from business, industry and unions, who have daily contact with this information and can provide assistance to the career guidance program.

Need for Specialized Skills and Attitudes - Comprehensive career guidance services require a broad range of skills and attitudes. While the guidance staff has major responsibility for developing program objectives, there are many other individuals who have specialized skill and attitudes which can contribute to implementation of the program.

Community Support for the Program - To gain the support needed for the success of a career guidance program, it is important to communicate the goals of the program to various groups such as community leaders, school personnel and parents. This can be accomplished to involvement of these groups in the program in ways which allow them to make major contributions to the program.

Provide Needed Work Opportunity - Involvement in the career guidance program can fulfill major needs of diverse staff members. There are major groups within the community who need the opportunity to work within the program for such reasons as need to make a contribution to

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the community, need to develop satisfying occupational roles and need for work experience prior to entry into the world of work.

Role of the Guidance Staff in Organizing Diverse Types of Staff Groups

Utilization of new staff groups means that the guidance staff will assume new and exciting roles in the areas of identifying, selecting and training a variety of individuals and groups who are interested in career guidance. If the utilization of various types of staff is to be successful, it is important that the guidance staff adopt an attitude of committment to complete rather than piecemeal use of these new staff. The following are some suggestions about the role which the guidance staff should assume in the development of new staff.

Belief in the Capabilities of the New Staff Group - The contributions of new staff groups are, in many cases, unique ones which only the specific group can make. A prime factor in successful utilization of any of these groups is a major committment to make full use of their special talents.

Identify Potential Staff Groups and Select Leaders - A first step in developing new staff resources is to inventory all potential groups which might contribute to the program. Once these groups have been identified, the leadership of the group should be analyzed. By identifying leaders, it will be easier to gain support from the group and to help them organize their efforts to assist in the program.

Act as Community Organizer or Mobilizer of Groups - If various groups are to be involved, the staff will need to adopt a role of community organizer. Some elements of this role include: (1) work with group leaders to influence the group; (2) communicate about career development and career guidance with the group; (3) work with the group to determine types of contributions which they might make; (4) help overcome feelings of inadequacy and hesitation; and (5) act as liaison between the school and the group.

Encourage Formation of Own Group - Use of auxillary personnel is probably most effective if groups rather than a few individuals are used. Such groups as parent, student and volunteer groups already have the mechanisms for mobilizing and communicating with members.

Evolve Role Definition - While the guidance staff might assume major leadership in this role development, it is important to allow the group to suggest contributions which they would like to make. When developing role statements, it is important to build in flexibility which allows for the utilization of different talents and interests and for varying amounts of involvement.

Gain Acceptance for Group Within the School Setting - For use of new staff groups to be successful, it is important to communicate about the nature of their involvement to other school groups since they will need the support and understanding of all individuals in the school.

Develop Training Opportunitities - A major implication of the use of new staff groups is that the guidance staff will have an active role in the training of and consultation with these new staff. Major responsibilities will include initial training, on-going in-service training and consultation about special problems as they arise.

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Provide Recognition and Opportunity for Advancement - Too often these new staff members are assigned very unstimulating roles with no opportunity for changing these roles. The guidance staff will need to develop effective ways of recognizing the contributions of these groups and for allowing them to assume new roles as they develop new skills and expertise.

Provide Feedback and Evaluation - It is suggested that evaluation and feedback might follow a practicum type model in which guidance staff provide periodic observation and suggestions. Also, peer evaluation can be used with the more experienced members of the new staff group providing evaluation and feedback to members of their own group.

Use of Teachers in the Career Guidance Program

Teachers are in a unique position to help implement career guidance objectives because of their continuous contact with students and their high involvement in curriculum development. Teachers can make the following contributions to the program.

1. Teachers can individualize instruction to allow students to be involved in learning experiences which are related to their interests and aptitudes.
2. Teachers can help students develop a positive view of self, both through their own behavior and through the way they structure learning experiences.
3. Teacher can incorporate career development information into the existing curriculum including information about the world of work, general work related skills and planning behaviors.
4. Teachers can act as occupational role models for students.
5. Teachers can provide feedback information about student behaviors to others involved in the career guidance program.

Use of Community Volunteers in the Career Guidance Program

Community volunteer is a rather general term which applies to individuals and/or groups in business, industry, agencies or other community organizations who can potentially contribute time, resources and/or information to the career guidance program whether within or outside the school setting. The following are some advantages to using volunteers:

1. This group is usually willing to provide help without pay either because they want to make a contribution but do not really want employment or for public relations reasons.
2. Volunteers are highly influential in the community. Often they are individuals who have lived in the community for some time and have been active in community activities thus they can potentially gain community support and understanding for the career guidance program.
3. Volunteers are often highly motivated with a real interest in making major contribution to the program.
4. They can provide a great diversity of skills. Since volunteers have broad experiences to draw on and have been involved in diverse efforts in the past, they can contribute a wide variety of inputs to the program.

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Use of Students in the Career Guidance Program

Students may be used as staff for the career guidance program. Students may work with students who are younger than themselves (cross-age counseling) or with other students their same age (peer counseling). Students may work with other students in their own school setting, in another school setting or in community settings. The following are some advantages of using students in the program:

1. Particularly in adolescence and adulthood, peers have great influence on the behavior of an individual.
2. Some students, e.g., disadvantaged, underachievers or potential dropouts, may relate to peers better than counselors who are often seen as authority figures.
3. Students have a clear understanding of student problems and can help the guidance staff define needed services.
4. Often the experience of helping another student improves the student's self-concept and feeling of self-worth.
5. Providing students the opportunity to assist in the program can provide work experience opportunity which will enable them to test possible occupational roles and apply school related learning to actual work situations.

Use of Parents in the Career Guidance Program

Parents are another potential group which can contribute to the career guidance program. There are several advantages to involving parents in staff roles such as:

1. Parent involvement can provide an opportunity to coordinate the goals which the school and parents have for child development.
2. Parents have great influence on children and, therefore, can either greatly support or inhibit the educational efforts of the school. Early involvement of parents, even at the pre-school level, can facilitate learning.
3. Research indicates that mothers transmit their feelings about themselves to their children. Involving parents in educational programs can enable them to make real contributions which increase their positive feelings about themselves. These positive feelings will, in turn, be transmitted to their children.
4. Parents can provide linkage to the community. Several programs have used parents as community organizers who solicit the support of the total community, e.g., contact local businessmen to act as consultants, arrange field trips and communicate program goals to other parents.
5. Parents represent a wide variety of skills and occupational backgrounds thus, as a resource group, they can provide needed services and information about a variety of occupational roles and settings.

Use of Paraprofessionals in the Career Guidance Program

Paraprofessionals are increasingly being used in educational programs. They include any individual who is activity performing functions within a career guidance program who does not have the minimum requirements needed for entrance into the personnel work speciality. Basic to the concept of paraprofessional is the idea that these staff will be full-time staff members with built-in opportunity for advancement and training. Use of paraprofessionals is intended to provide a career ladder which will enable the under-employed and/or unemployed to enter a work situation and through training in conjunction with work experience move to new work positions which are satisfying to them. Some advantages of utilizing paraprofessionals are:

1. They are usually indigenious to the community which supports the school and therefore, they understand the community, know who the leaders are and can easily communicate with community members.

2. They can act as a language and cultural bridge to clients. Increasingly, there is a demand from clients to have individuals in helping roles which are similar to them in terms of race and cultural background. Research indicates that clients may act quite differently when they are with an individual who is similar to them. This indicates that paraprofessionals who are similar to clients and from the same community setting, may well be more effective in establishing a relationship than trained professionals who are quite different from the client.

What Does This Mean for Counselor Role?

The use of new staff groups will result in major changes in the role of the counselor. The following are some major elements of counselor's role which emerge.

Definition of Career Guidance Objectives - Before other staff can be involved it is important to develop comprehensive objectives which provide a basis for program planning. Once these have been developed, they can be used to communicate the goals of the program and to stimulate further program planning.

Consultation on Career Development - The counselor will need to link other staff to relevant information, to provide leadership in all efforts to facilitate career development and to provide on-going training about new developments related to career development.

Consultation on Curriculum Development - While the counselor will not assume major responsibility for curriculum development, he will provide leadership in helping develop curricula which are relevant to the world of work.

Community Organization - Implementation of a broad, comprehensive career guidance program requires the use of all school and community resources. The counselor cannot wait for individuals to volunteer assistance for the program. Rather, he will need to actively seek out community leaders and solicit their assistance in mobilizing community efforts.

Insure Individualization of Learning - Career development depends on development of self and on providing learning experiencs which allow for the exploration and development of the student's special aptitudes and interests. The counselor will have a major role in working with teachers to develop ways of individualizing learning experiences to allow for this exploration.

Consultant on Learning Climates - The counselor will become a consultant on the development of learning climates which support the development of a positive view of self. He will need to collect information about student needs and provide feedback to other school staff about the extent to which the school organization and learning opportunities are meeting these student needs.

CHAPTER VII

PROGRAM DESIGN, IMPLEMENTATION, EVALUATION AND RENEWAL

Chapter Goals

Throughout this guide, a variety of information has been presented. While all of the components which have been described earlier are important to a comprehensive career guidance program, the final step in program development involves the process of combining these various elements into a total program design, implementing the initial program effort, evaluating the effects of the program, and structuring the school setting to facilitate on-going program change and renewal. This chapter is intended to suggest strategies for:

1. Developing a tentative career guidance program design.
2. Implementing the initial program on a trial basis.
3. Developing guidelines for on-going program evaluation.
4. Structuring the school setting to facilitate on-going program change and renewal.

Developing a Tentative Career Guidance Program Design

Previous sections of this guide have suggested methods for collecting information which is needed for program planning or have provided information about various program elements. When developing a tentative career guidance program design, this information can provide a basis for program planning.

Diagnostic Information--Chapters II and III provided suggestions about the types of diagnostic information which are needed in program planning. The first stage in developing a tentative program design is to analyze this information. The following diagnostic questions need to be answered:

1. What is the nature of the existing career guidance program? What are its major areas of strength? What are its major areas of weakness?
2. What are the characteristics of the students whom the program is designed to serve? What are the prevailing student characteristics? What are the special student groups which need to be considered?
3. What are the existing resources of the school, the school system and community which can be utilized in the career guidance program?

Goal Setting--Chapter IV suggested a possible set of career guidance objectives which might provide the basis for a comprehensive career guidance program. The second stage in program development is to develop specific goals which the program is intended to meet. To accomplish this, the following questions need to be answered:

1. What are the major objectives for the career guidance program?
2. If not all of the objectives can be met initially, what are

the priorities? Which objectives will be stressed initially? In what order will new objectives be added?

3. Are there specific objectives which need particular emphasis with special student groups, e.g., handicapped, girls, Blacks?

Identifying Alternative Program Elements--Chapters V and VI have suggested possible program elements including career guidance methods, activities, and staffing patterns. The information presented in these chapters can be used to develop a working list of possible program elements. A list of program elements might include: career guidance activities, staffing patterns, other resources, and materials. At this stage of program development, it is important to seek information about possible elements from as many sources as possible. There is no need at this time to make decisions about whether the program elements will actually become part of the career guidance program. In developing a working list of alternative program elements, the following questions might be considered:

1. What program elements can be identified from the existing program?
2. What program elements can be identified from the guide?
3. What program elements can be identified by the school staff?
4. What outside groups can provide further information about possible program elements?

Evaluate Program Elements--The next stage in program development is to evaluate the program elements which have been identified. During this process, each program element is evaluated in terms of its appropriateness for previously established goals, student characteristics, and school and community resources. The following factors should be considered when evaluating program elements:

1. What is the benefit of the program element? Is there any evidence that it will meet the objectives of the program? How much will it benefit students? How many students will it affect? How long can the benefit be expected to last? Will there be any negative effects from the program element?
2. Is the program element workable within this school? Will it have the same effect in this school setting that it has had in other schools? How much will it cost in terms of staff time and in dollar costs? What is the cost of both initiating its use and continuing its use? Is the staff expertise needed to use the program element available or is training available? Is the program element well developed or will the staff need time to adapt it for this school setting?
3. Is the program element compatible with the existing school program? Can it be easily incorporated with existing program elements? Can it be implemented in stages? Will it require major changes in the existing program? Is it compatible with educational priorities of the school and community?

Develop Tentative Design--The next stage is to develop a tentative program design which has the potential for meeting the career guidance

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objectives through effective use of career guidance activities and school and community resources. This is a difficult process but it should be remembered that there is no one right program. This tentative design will be a working model which can be modified and revised. There are some factors which will be helpful when combining program elements together into a tentative program design. These include:

1. Compare the relative advantages of various program elements. Based on the evaluation of program elements, select those which seemed most appropriate.
2. From the most highly rated program elements, select those which are most compatible with each other, e.g., similar equipment, staff skills.
3. Select those program elements which have the highest potential for having multiple effects on students, that is which can meet several of the program objectives.
4. Select those program elements which require the least expenditure of staff time and other resources. That is those elements for which appropriate staff and resources are already available in either the school or community.
5. Select those program elements which require the least amount of change within other parts of the school program. While any major program development will require some change, it is desirable to avoid program elements which require major change.
6. Select those program elements which are well developed. While some program elements sound exciting, they may require major amounts of time and money to develop for use in a particular school. Therefore, it is desirable to select program elements which are well developed and can be implemented with minimal adaptation.

Implementing the Program on a Trial Basis

Once the initial tentative program design has been developed, the next stage is to implement the program on a trial basis. There are several crucial factors which need to be considered when implementing the program.

Establish Relationship--Throughout this guide, the importance of on-going communication and involvement of the total school and community in the career guidance program has been stressed. For any program to succeed, it is essential that a number of people be informed and supportive of the program including students, administrators, guidance staff, parents, teachers and members of the community. All of these groups will be interested in such concerns as the impact of the program on students, its compatibility with other educational goals, its demand for resources and its impact on existing programs. When implementing the program several groups should be involved in developing and assisting with implementation plans. Some of these groups include:

Formal Leaders--Throughout the school and community there are

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various individuals who are leaders of groups, e.g., parent-teacher groups, teacher organizations, community organizations, and student organizations. Early involvement of these leaders will help gain support of the various groups which they represent.

Power Individuals--Another important group includes those individuals who have the power and responsibility for determining the nature of educational programs. These individuals have major responsibility for the approval of programs, the establishment of educational priorities and the allocation of resources. They both direct and are accountable for educational decisions. Such power figures include administrative personnel, school system advisory personnel and members of the school board.

Influentials--There is another group of individuals who are highly influential with other people. They are not necessarily formal leaders and, therefore, are more difficult to identify. Typically, group members look to these influentials for information, opinions and attitudes which affect their decisions about whether to accept new ideas. Influentials can be identified by observation and by asking others who they consult when making decisions.

Communicate the Nature of Proposed Program--A second step is to communicate the nature of the tentative career guidance program. As has been suggested, it is helpful to involve formal leaders, power individuals and influentials in this communication process. A major factor to remember is that individuals and groups do not immediately accept new ideas. There are a number of stages involved in the adoption of new ideas. If implementation is to be successful, it is important to know these stages and to provide assistance to individuals and groups at each stage.

Awareness Stage--At first, individuals may well not be aware of career guidance. Therefore, the first communication about the program should be designed to acquaint them with the concept of career development and career guidance.

Interest--It is quite possible for individuals to know about career guidance but have little interest because they see no relevance and do not understand how it might benefit them or students. The second goal of communication is to motivate their interest by communicating the benefits and their possible involvement in career guidance.

Evaluation--The next stage is evaluation where the individual or group makes a decision about whether they want to be involved in and committed to the career guidance program. During this stage, more information about the actual program and demonstrations of actual approaches can be given.

Trial--During this stage, individuals and groups are actually willing to temporarily try out the career guidance program. This means that they need major assistance in developing skills and using resources.

Adoption--Adoption is the final stage where individuals and groups decide that they will accept and participate in the program. At

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this stage they need continuing information, assistance, and support.

Nature of Decision-Making--An important consideration in program implementation is the nature of the decision-making process. A number of decisions need to be made such as: how fast will it be implemented, how many people will be involved, who will communicate the decisions, and how will they be made. A revised or new career guidance program can be viewed as an educational innovation. Throughout this guide, it has been stressed that wide involvement of school and community and broad program goals are desirable if the program is to have a real impact on the career development of students. However, research indicates that comprehensive educational changes are the most difficult to implement and often meet with greater resistance. The following are some considerations which can help reduce resistance:

Representative Planning Group--Acceptance of the program can be increased if there is involvement of all groups from the early planning stages. This means that various student, teacher, administrative and community groups should be involved on an on-going basis.

Make Participation in the Program Optional--Research indicates that there is great resistance to innovations when individuals are forced to accept and use them. Although the goal is to have broad participation in the program, this involvement should come through individual motivation and interest rather than through a forced participation. This means that communication about the program and involvement of many groups in decision-making are essential.

Make Participation in the Program a Rewarding Experience--People usually accept new ideas because they derive a definite benefit from them. Therefore, it is essential to find ways to help individuals and groups understand the direct benefits which the career guidance program has for them. Rewards might include assistance for students, opportunity to use new techniques, opportunity to be involved in the school program, etc. They will vary for different individuals.

Recognize and Deal with Resistance--There will always be resistance to any new educational program. Too often, this resistance is ignored. The success of the career guidance program may well depend on a willingness to allow individuals and groups to voice their negative feeling toward the program. Communication about this resistance may result in the changing of attitudes, in program revisions or a decision to allow some individual not to be involved.

Program Evaluation

Once the initial career guidance program has been instituted as an on-going part of the school program, an evaluation should be conducted to determine its effectiveness. As stated earlier in this guide, evaluation is an essential and integral facet of program development and revision which serves as a means of determining the extent to which a program is meeting its intended purposes and as a basis for making

decisions about what changes are needed to improve the services provided. It necessitates planned, coordinated efforts. This section is designed to help school personnel develop and implement an evaluation study of the career guidance program. Specifically, it will provide some basic assumptions about program evaluation, suggest program components to be evaluated, and present a suggested methodology for conducting the study.

Basic Assumptions of Program Evaluation

Evaluation is essential for the continuous progress of the guidance program--The career guidance program must be dynamic rather than static which implies that changes and modifications will be needed frequently according to the needs of the students being served. In a dynamic guidance program, modifications and changes are based on the results of comprehensive evaluations, and thus evaluation should occur periodically as part of the ongoing process of program development, implementation, and revision.

Change should be possible in any part of the guidance program--The underlying belief in any systematic evaluation is that if changes are needed, they can be implemented. Evaluation is, therefore, undertaken with the assumption that there is a degree of program flexibility, for only to the extent that flexibility exists can changes by made, recommendations implemented, and evaluation prove to be profitable. It should be noted, however, that change is limited by aspects of the total school program such as philosophy, purposes, personnel and resources.

Evaluation must be based on clearly stated objectives--In order to conduct an evaluation study, it is essential that purposes and objectives of the program be clearly defined. Current thinking strongly suggests that these objectives should be stated in terms of student behavioral outcomes.

Positive relationships are essential for effective evaluation--As stressed throughout this guide, program effectiveness is largely dependent upon open communication and mutual trust and understanding among all groups involved in the career development program. These same conditions are also important for effective program evaluation.

Evaluation should involve the widest possible staff participation--Too frequently evaluation programs have been instituted from the top by "experts" who show little or no recognition of the people who must ultimately use the results -- the teaching and guidance staff. Again, as stressed earlier in the guide, maximum staff involvement is a critical variable related to program effectiveness.

Program Components to be Evaluated

A wide variety of elements in the career guidance program will effect, either directly or indirectly, the attainment of desired outcomes. Thus, program revision and improvement will be facilitated by the degree to which relevant variables in a guidance program can be identified and evaluated. In order to help school personnel identify important variables, a list of possible considerations relevant to evaluating the career guidance program is presented.

Objectives--Since the objectives of a program constitute the basis for program development, it is essential that they be carefully evaluated. Suggested questions to be considered include:

1. Can they be realistically attained within the framework of available resources, facilities, and the level of current or potential staff expertise?
2. Are they consistent with the basic philosophy and objectives of the total school program?
3. Are they stated in behavioral terms instead of broad generalities?
4. Are they appropriate for the developmental level of students?
5. Are they sufficiently comprehensive, and if not what others should be added?
6. Do they provide for continuity between various educational levels?
7. Are they understood and agreed upon by various staff members, students, and parents?
8. Do the objectives help counselors and other staff members identify the specific outcomes they are attempting to achieve as they work with each student?

Methods and Activities--The methods, activities and experiences in the career guidance program constitute the major means of attaining the program objectives and, therefore, they should be evaluated to determine the extent to which they have helped students obtain the desired behavioral outcomes. Relevant questions for consideration include:

1. Has the literature on the effectiveness of various methods been studied to determine their appropriateness for facilitating desired learnings?
2. Are activities selected on the basis of their potential to facilitate the attainment of specific objectives?
3. Are they appropriate to the developmental level of the individual or group with which they are utilized?
4. Are students reactions to the methods sought and considered?
5. Have specific procedures been developed to implement various methods?
6. Are activities motivating to students and do they facilitate student involvement?
7. Are alternative career guidance activities available for students with special needs?
8. Are activities feasible in terms of staff expertise or available outside resource personnel?
9. Are there adequate finances, facilities, and equipment to implement the approaches?
10. Is an effort made to utilize methods which meet multiple objectives?

11. Are the various methods used compatible with one another?

12. Are activities compatible with the existing guidance program or do they too heavily draw away resources from other components?

13. Are sufficient benefits derived from the various activities to justify them in relation to costs involved?

14. Are objectives being met through the use of current career guidance activities?

Learning Climate--As stated in Chapter III, the goals of the career development program cannot be met simply through the application of particular techniques and methods, but must be viewed within the context of the classroom climate. Since the quality of the learning climate is crucial to achieving desired objectives, the following should be considered:

1. Do teachers, counselors and other staff have a basic trust in students, do they understand them, and are they sensitive to their needs?

2. Do staff accept and encourage a wide range of individual differences?

3. Are learning experiences structured so that the opportunity for success is maximized for each student?

4. Is there a high degree of two way interaction between staff and students?

5. Is there supportive peer interaction?

6. Is cooperation and interdependence stressed as opposed to competition?

7. Are opportunities and support provided for experimentation, exploration, and risk taking?

8. Is there a high degree of student involvement in learning experiences?

9. Is individualized and group instruction sufficiently utilized?

10. Is the affective as well as the cognitive development of students emphasized?

Staffing Patterns--In the final analysis the success of a career guidance program will be highly dependent upon the individuals who implement it. Thus, this is another essential program component to evaluate. Questions to consider include the following:

1. Are individuals other than counselors involved in the career development program, e.g., teachers, paraprofessionals, volunteers, students, community resource people, and parents?

2. Is the role of diverse staff members clearly defined?

3. Is there adequate coordination and communication among the various staff?

4. Do staff members understand each other's role?

5. Do the staff members have the necessary training and expertise to perform their roles?

6. Do the defined roles capitalize on the strengths, talents, and resources of the staff?

7. Is the involvement of paraprofessionals and volunteers rewarding and are opportunities provided for advancement?

8. Are the staff members sufficiently involved in all phases of decision making and program development?

9. Are staff members provided with the necessary training to continually update their knowledge and skill?

10. Does the entire school staff understand and support career guidance efforts?

Overall Program Considerations--In addition to evaluating distinct components of the career guidance program, the program must also be considered as a whole, and thus the following questions can be raised:

1. Does the career guidance program represent the input and mutual planning of students, teachers, counselors, paraprofessionals, community representatives, and parents?

2. Is evaluation an integral part of program development and implementation?

3. Is the program responsive to the needs of various school populations?

4. Does the program lead to the development of a career plan for all students, and is that plan reviewed with each student yearly?

5. Does the program provide continuity for students as they progress from elementary to post high school education?

6. Is career development facilitated through the school curriculum?

7. Are resources and materials periodically reviewed and updated?

8. Are all possible community resources capitalized upon to enhance the career development program?

Program Evaluation Methodology

An evaluation study can be conducted either by utilizing a developed model or by designing a tailor-made one to local needs. In either case organized procedures will have to be followed and therefore suggested guidelines are presented below.

Selection of an evaluation team--The evaluation can be conducted by either members of the school staff, outside consultants or a combination of both. The advantages to each of these approaches are more fully discussed in the data collection section of Chapter III.

Selection or establishment of criteria to be used--The criteria to be used to evaluate the effectiveness of the career guidance program should be derived directly from the locally determined career development

objectives. To the extent possible, behavioral criteria should be formulated for each of the objectives. This will provide a means for assessing the extent to which students have achieved desired outcomes. It should be noted, however, that not all outcomes, especially those in the affective and attitudinal realm, can be reduced to specific measurable terms, and, therefore, the level of attainment of certain objectives can only at best be assumed through various subjective means. Although the achievement of student outcomes should be the primary determiner of program effectiveness, an effective career guidance program can also result in other positive changes such as improved student-teacher relationships, better parent-school cooperation, and greater utilization of community resources. Outcomes other than changes in student behavior and attitude should also be evaluated.

Determination of groups to be utilized for data and information collection--Data and information should be collected from a variety of groups including such sources as counselors, pupil personnel workers, teachers, students, parents, administrators, paraprofessionals, and community groups. Involving all or a majority of these groups provides more comprehensive, unbiased information than could be obtained if only a limited number of sources were consulted. In addition, it provides an opportunity to compare and contrast various perceptions of these groups.

Selection and utilization of data collection methods--There are a wide variety of methods, aimed at collecting both objective and subjective information, that can be utilized in the evaluation process. Some of the most commonly used information collection techniques are discussed in Chapter III. Those that are applicable to program evaluation include the following: standardized tests, grades and other teacher evaluations, anecdotal and cummulative records, observation, interviews, questionnaires, child study techniques, simulated situations, sociometric devices, use of tape and video recordings, rating scales, and case studies.

Analysis and interpretation of information--An evaluation study goes beyond the collection of information, and demands an interpretation of the data in relation to established criteria. Therefore, after the information has been collected, it must be analyzed to assess the extent to which various program components contribute to or inhibit the attaining of desired outcomes.

Drawing conclusions and making recommendations--After interpretating the data, conclusions can be drawn and recommendations made. Some factors to consider in making recommendations consist of the following. First, they should be definite, not vague and abstract, should be based on specific conclusions, and should relate to the specific components of the program that have been evaluated. For example, if the evaluation team has concluded that teachers do not adequately integrate career development activities with the classroom curriculum, a possible recommendation might be the establishment of in-service workshops to help teachers better understand the concept of career development and help them design experiences appropriate to the needs of students. Secondly, they should be consistent with the overall objectives and philosophy of the total guidance program. They should be within the bounderies in which modifications which can realistically be made, that is, consistent with the level of available or potentially obtainable

human and non-human resources. They should also be justifiable in terms of costs and benefits. Finally, their effects on other parts of the guidance program should be ascertained.

Dissemination of results, conclusions and recommendations--The results obtained from the evaluation should be shared with teachers, students, administrators, guidance staff, paraprofessionals, parents, and members of the community. Since their cooperation and understanding will be needed in the implementation of the recommendations, the better they understand the findings and conclusions, the more effectively they will be able to use the results.

Implementation of recommendations--Implementing the recommendations made by the evaluation team is a vital stage, and without it, all the evaluative efforts are in vain. The principles and procedures for implementing a career guidance program discussed earlier in this chapter are applicable to the implementation of recommendations.

Renewal

In the first section of this chapter, attention was devoted to designing and initiating a career guidance program. The primary focus was on developing the methods necessary for program start-up. In this section, we focus on the more generic question of how to build in a self-renewing component into any career guidance program as a means of insuring its continuous relevance for its clients.

John Gardner has suggested that the greatest task confronting any system is the capacity of that system to provide for its own renewal. It is far easier for individuals to develop systems which are responsive to immediate concerns and needs than it is to design into a system a means whereby that system may continue to be responsive to changes both inside and outside the system. The need to develop self renewing systems is particularly important in the area of career guidance and career development. All the variables in the career development area should be thought of as dynamic rather than static. Socio-economic conditions, manpower development, national employment needs, the opportunity structure, national priorities and values and individual life styles and goals are all dynamic variables interacting in complex ways with one another. Any system which proports to be of assistance to individuals in more adequately planning for and making decisions regarding career development clearly must be a system which is able to renew itself based on an accurate assessment of the present state of the system and the needs of its many client subsystems.

In this section, we have provided a series of guidelines which may be used by program developers in creating a self renewal renewing component in their career development programs. The points listed are intended to serve as illustrations of the important aspects that characterize an effective self renewing system. Drawn primarily from the work of Watson, Lippitt, and Miles, they should be thought of as a base line which can be used by program developers to organize their own indigenous self renewing components. In practice, it may be possible to collapse and condense some of the ten steps provided here. But most program developers will probably want to be sure that the function covered by each of the ten major steps is in fact responded to

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by whatever program they develop.

1. Sensing. Most basically stated, sensing should be the general overall responsiveness of the system to the needs of individuals within the system. In a real sense, sensing should be seen as an opportunity even responsibility of everyone within the system to be aware of the unmet needs of individuals and groups within the program. The sensing basically can take two forms. One, an inter-personal form of sensing based on informal or formal methods which indicate the adequacy of present practices and procedures to meet the needs of the system's clients. Thus, at regular times individuals may be encouraged to share their feelings about the adequacy and the effectiveness of the system and to speak to what needs they see as unmet and where the priorities for change and improvement exist. Or a more formal approach may be undertaken, of using instruments on a regular basis to assess the feelings and experiences of individuals with regard to the previously developed norm of desired or expected outcomes from the system. A second level of sensing is to have someone or ones responsive to developments outside the system which have implications and applications for the present program. Such things as journals, magazines, the media, and new developments presented at conferences and professional meetings may hold a great deal of import for a given program.

It is particularly important in career guidance that a formal means of sensing how a program is operating be provided for. It is equally important that this need for sensing be seen as an activity which necessarily involves all program staff rather than a given individual or a few with specific responsibilities. An adequate sensing system is one in which all those involved in the program feel an interest in and responsibility for identifying whatever needs they note that are going unmet and sharing whatever new ideas and excitements they have learned about either from program experiences or from involvements outside the career guidance program.

2. Screening. Many ideas or developments may if an effective sensing program is operating be surfaced and presented. Not every one of these of course should be given serious consideration or adopted. Therefore, a screening function should exist whereby a given group has responsibility for reviewing ideas and suggestions which have been developed. It is important, however, that such a screening function not be seen as another bureaucratic obstacle but rather that screeners serve to be facilitating and supportive of ideas. Whenever they feel an idea should not be further developed or analyzed that they be communicative to the generators of the idea the reason therefore and provide suggestions as to how a given idea or innovation might be made more applicable. Perhaps a guidance committee composed of representatives of many different school specialties and community people setting as a whole could devote some of its time to a regular screening activity. Such activity might serve both to meet the needs of the program and also educate the members of the committee as to present program operation as well as potential new avenues of development.

3. Diagnosing. This is a particularly important and critical step in developing constructive action by the career guidance program. Once

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a need or a problem has been identified as particularly important the why must be explicated. Such questions as who, where, when and how must be attended to.

Perhaps more so than in the previous functions, the diagnosing stage is one calling for expertise and a committment to diagnostic activity. This phase is perhaps best responded to by a separate research and development unit concerned specifically with indepth identification of identified needs. Such procedures as the force field analysis where forces supporting and forces restraining the introduction of a given change is a useful approach. Of particular importance, however, is that whatever type of unit is developed, surface easy explanations not be accepted as an adequate basis for program development and planning.

4. Inventing. As problems have been identified and the functions of screening and diagnosis has occurred, our next crucial step is that of invention. The invention step is particularly necessary in that frequently the responses to a given problem or need do not exist in a well developed form. Therefore, it is desirable that the means be provided for a wide involvement of system people in inventing an appropriate new approach. Generally, the two major elements here of particular importance are good group leadership which provides for structure and focus within the group activity and a wide representation in terms of age, sex, position, and background in viewing the problems and suggesting alternative and creative responses to the problem.

5. Weighing. Either as a part of the inventing process or as a separate step a series of options should be developed which speak to the potential outcomes of the different solutions or approaches. These should be presented as a series of options with statements as to their best judgements as to the probable outcomes. The stated options with the descriptions of their probable outcomes can then serve as a basis for consideration for adoption by other groups.

6. Deciding. A particularly critical step in the whole renewal process is a means by which eventual procedures or practices are adopted. It is particularly important that all those who have an involvement in the implementation and operation of the system feel that they are involved and have an input in the decision making process. The actual process here might best be thought of as consensus making, whereby through a series of successive approximations, ideas are advanced and developed to the point where they are acceptable to the group. Further refinements and adjustments and changes can then be made to develop actions or program elements which win the support of the group involved. This is likely to be a time consuming process, but unless such a step as this is followed it is likely that elements or programs may be adopted which will win only faint support or even active opposition on the part of those involved.

7. Introducing. This function concerns itself with how the innovation or change will be introduced into the system. Where, when and by whom are some of the important queations which must be dealt with. A frequent method is to use a pilot approach whereby one unit may experiment with the innovation and based on the experiences of that unit with the innovation plan for its more widespread adoption later. Generally, the best approach is one where questions relating to introducing

are considered as part of the decision making process regarding adoption. Further, the desirability of adopting a given innovation should also be considered in the context of how it may be introduced.

8. Operating. It is usually best to specify a time period during which the change may be operational and the appropriate steps that will be followed for review and consideration of the retention of the innovation within the system. Specific steps for later review and decision making regarding the continued utilization of the innovation should be developed.

9. Evaluating. Evaluation of the innovation should be an ongoing feedback as to how the innovation is working with a specifically stated review period at the end of a formal review of the effectiveness of the innovation in reaching planned for outcomes. Perhaps more than in most aspects of the system, this procedure should be one involving a program unit somewhat independent of those involved in the previous steps and should definitely include those with expertise in the area of evaluation and assessment.

10. Revising. Evaluation should appropriately lead into the sense of what have we learned that may aid us in further refining and developing the innovation. The emphasis in the evaluation should not primarily be an either or response but rather be the means by which different aspects of the innovation may be revised and further developed. In particular, it would seem desirable that a large variety of individuals who have experienced the system at various levels be involved in this stage and express how they feel given functions of the system might be improved upon.

APPENDIX A

Introduction

Appendix A is intended to suggest additional resources which will provide assistance in career guidance program development efforts. Through use of the guide, a school staff may well become interested in specific program development areas. These additional resources are intended to provide backup information. These resources were selected because: 1) they provide comprehensive additional information about various program elements; 2) they provide information which is not typically disseminated through regular communication channels; 3) they provide information about approaches which have been developed in other educational settings; and 4) they provide information needed to implement new approaches.

Availability of Resources

The majority of these additional resources were drawn from the ERIC system. This was done because the resources were substantive in nature and provide information of which staffs might not be aware. The following procedures may be used for ordering ERIC documents.

References in this publication that have an ED (ERIC Document) number may be ordered from the ERIC Document Reproduction Service (EDRS). Copies are available in either hard (photo) copy or in microfiche form. The microfiche require a special machine for use. To order any of the ED materials, the following information must be furnished:

1. The ED number of the document.
2. The type of reproduction desired -- photo copy (HC) or microfiche (MF).
3. The number of copies being ordered.

All orders must be in writing. Payment must accompany orders under $10.00. Residents of Illinois and Maryland should pay the appropriate sales tax or include a tax exemption certificate. There is no handling price. The difference between Book Rate or Library Rate and first class or foreign (outside the continental U. S.) postage rate will be billed at cost. Send orders to: ERIC Document Reproduction Service, P. O. Drawer O, Bethesda, Maryland 20014.

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CHAPTER II: ASSESSING THE CURRENT STATUS OF A CAREER GUIDANCE PROGRAM

Ashcraft, Kenneth B.; and Others. A REPORT OF THE INVITATIONAL CONFERENCE ON IMPLEMENTING CAREER DEVELOPMENT THEORY AND RESEARCH THROUGH THE CURRICULUM. BR-5-1304, Washington, D. C.: National Vocational Guidance Association, 1966. ED 010 182 MF-$0.65 HC-$9.87 205P.
The report includes the papers presented and the following summaries--(1) curricular implications for career development, (2) implications for counselor education, (3) implications for research, and (4) summary of the discussion sessions.

Borman, Christopher A. (Ed.) VOCATIONAL GUIDANCE IN THE 70'S PROCEEDINGS OF THE TEXAS A & M UNIVERSITY VOCATIONAL GUIDANCE CONFERENCES. College Station: College of Education, Texas A and M University, 1971. ED 056 933 MF-$0.65 HC-$6.58 184P.
This conference report on vocational guidance mainly deals with the proper relationship of the vocational counselor and the traditional counseling program in the school. The strategy developed by the conference planners centered upon the involvement of teams of vocational counselors in discussions, panels, and presentation by educated men in the field. Four major sets of papers were presented at the conference and are contained in the handbook, followed by a transcript of the panel discussions held by the groups of vocational counselors.

Gysbers, Norman C. (Ed.) NATIONAL CONFERENCE ON GUIDANCE, COUNSELING, AND PLACEMENT IN CAREER DEVELOPMENT AND EDUCATIONAL-OCCUPATIONAL DECISION MAKING, PROCEEDINGS (UNIVERSITY OF MISSOURI, COLUMBIA, OCT. 20-24, 1969). Washington, D. C.: Division of Vocational and Technical Education, Office of Education (DHEW), 1969. ED 041 143 MF-$0.65 HC-$6.58 109P.
A conference on guidance, counseling, and placement services comprised the first step in developing programs to serve the five populations identified in the Vocational Education Amendments of 1968. Those populations are (1) high school youth, (2) those who have completed or discontinued their formal education and are preparing to enter the labor market, (3) those who have already entered the labor market but need to upgrade their skills or learn new ones, (4) those with special educational handicaps, and (5) those in postsecondary schools.

Gysbers, Norman C. PROCEEDINGS, NATIONAL SEMINAR ON VOCATIONAL GUIDANCE, (NORTHERN MICHIGAN UNIVERSITY, AUGUST 21-26, 1966). BR-6-2207, Washington, D. C.: American Personnel and Guidance Association, 1967. ED 019 520 MF-$0.65 HC-$6.58 155P.
Approximately 117 educators and representatives from other areas participated in a seminar to improve guidance services through improvement of state supervisory services. Major speeches were--(1) "The Influence of the State Supervisor on the Future of Vocational Guidance" by K. B. Hoyt, (2) "Recent Conferences on Career Development and Vocational Guidance" by H. Borow, (3) "Educational and Occupational Information from Kindergarten to Grade 12--Implications for Supervision and Counselor Education" by R. Hoppock, (4) "Making Vocational Guidance Real to the Noncollege Bound Student" by G. Venn, (5) "ERIC--Educational Research Information Centers" by C. Harris and G. Walz, and (6) "Three Needs of School Guidance--Review, Refresh, Reorient" by R. Getson.

Shumake, Franklin. PUPIL PERSONNEL SERVICES: A MODEL. PROGRAMS, TRENDS, PROBLEMS. Conyers, Ga.: Rockdale County Public Schools, [1969]. ED 035 900 MF-$0.65 HC-$3.29 15P.
The Rockdale County model is discussed in terms of facilities, equipment, personnel, and programs. The basic philosophy of this program is that pupil personnel services (PPS) must be an integral part of the instructional program and must actively support and stimulate the improvement of the instructional program. The PPS team is described. Included are the following characteristics: (1) referrals are made to the center rather than to the specialists, and (2) the team approach means all staff members have some awareness of all major cases.

Walz, Garry, and Others (Eds.) IMPACT: THE MAGAZINE FOR INNOVATION AND CHANGE IN COUNSELING. FALL 1971. BR-6-2487, Ann Arbor, Mich.: ERIC Clearinghouse on Counseling and Personnel Services, 1971. ED 056 364 MF-$0.65 HC-$3.29 64P.
The first issue of this new quarterly magazine presents, as its central feature, an interview with Eli Ginzberg on career guidance, coupled with a section of reactions to this interview. Other sections elaborate on the "career guidance" theme, and present adoptable practices as well as an instrument for rating a career guidance program.

Havelock, Ronald G. BIBLIOGRAPHY ON KNOWLEDGE UTILIZATION AND DISSEMINATION. BR-7-0028, Ann Arbor: Center for Research on Utilization of Scientific Knowledge, Michigan University, 1968. ED 029 172 MF-$0.65 HC-$6.58 174P.
This bibliography was compiled for the purpose of identifying and reviewing literature relevant to the topic: "Utilization and Dissemination in all Fields of Knowledge."

Havelock, Ronald G.; and Others. A COMPARATIVE STUDY OF THE LITERATURE ON THE DISSEMINATION AND UTILIZATION OF SCIENTIFIC KNOWLEDGE. BR-7-0028, Ann Arbor: Center for Research on Utilization of Scientific Knowledge, Michigan University, 1969. ED 029 171 MF-$0.65 HC-$19.74 507P.
This report provides a framework for understanding the processes of innovation, dissemination, and knowledge utilization (D&U) and it reviews the relevant literature in education and other fields of practice within this framework.

Livingstone, D. W. ORGANIZATIONAL INNOVATIVENESS. A CONCEPTUAL OUTLINE FOR COMPARATIVE STUDIES. 1970. ED 038 337 MF-$0.65 HC-$3.29 50P.
This paper presents a summary and analysis of the current state of research in the field of organizational innovativeness and develops a provisional conceptual outline of the overall process and characteristics of organizational innovation and the general factors which may be related to innovativeness.

Speagle, Richard E. SYSTEMS ANALYSIS IN EDUCATION. BR-8-0571, Washington, D. C.: Academy for Educational Development, Inc., [1970]. ED 039 749 MF-$0.65 HC-$3.29 24P.
Systems concepts are useful in rethinking and reorgainzing the structure of education. The author presents a popular interpretation of the systems approach to problem solving.

A COMPREHENSIVE PLANNING GUIDE; SEL PATHWAYS TO BETTER SCHOOLS. SEL PATHWAY SERIES, VOL. 1. BR-6-2869, Atlanta, Ga.: Southeastern Education Laboratory, 1970. ED 040 803 MF-$0.65 HC-$9.87 204P.
First in a series of 7, the "Comprehensive Planning Guide" was developed to assist local school planners in assessing educational needs and in systematically planning strategies to meet these needs. The guide includes (1) instructions for a survey and inventory of needs, (2) establishment of need priorities and suggestions for allocation of resources, and (3) ways to plan program action. School administration, the community, the instructional program, personnel, facilities, special services, and finance are discussed in separate chapters.

CHAPTER IV: DEVELOPING CAREER GUIDANCE PROGRAM OBJECTIVES

Astin, Helen S. PERSONAL AND ENVIRONMENTAL FACTORS IN CAREER DECISIONS OF YOUNG WOMEN. FINAL REPORT. BR-9-C-027, Washington, D. C.: Bureau of Social Science Research, Inc., 1970. ED 038 731 MF-$0.65 HC-$3.29 95P.
This study explores the career development of women during the five year period after high school, examining the determinants of that development and presenting data which may provide a basis for better vocational guidance and a theory of occupational choice in women.

Birdwell, Gladys Bryant. CHICANOS; A SELECTED BIBLIOGRAPHY. Houston: Texas Libraries, Houston University, 1971. ED 048 987 MF-$0.65 HC-$3.29 62P.
Approximately 600 books and monographs, 350 journal articles, and 70 ERIC and Government documents published between 1877 and 1970 are cited in this bibliography.

Bridgford, Clay. TEACHING ABOUT MINORITIES: AN ANNOTATED BIBLIOGRAPHY ON BLACKS, CHICANOS, AND INDIANS. Boulder, Colo.: ERIC Clearinghouse for Social Studies/Social Science Education; Social Science Education Consortium, Inc., 1971. ED 049 970 MF-$0.65 HC-$3.29 18P.
This annotated bibliography was prepared for the kindergarten through ninth grade social studies teacher and student for the purpose of ethnic studies. Although some of the references are to works of fiction and poetry, most of the entries are intended to give the teacher and the student a background in the heritage of the appropriate group, teaching methods, or both.

Caselli, Ron (Comp.) THE MINORITY EXPERIENCE--A BASIC BIBLIOGRAPHY OF AMERICAN ETHNIC STUDIES. Santa Rosa, Calif.: Sonoma County Superintendent of Schools, 1970. ED 038 221 MF-$0.65 HC-$3.29 61P.
Approximately 950 books and periodicals published between 1940 and 1969 are cited in this bibliography prepared for teachers and students of American minority ethnic groups. Afro Americans, Mexican Americans, and Native Americans are the three groups specifically covered in the bibliography.

Coombs, L. Madison. THE EDUCATIONAL DISADVANTAGE OF THE INDIAN AMERICAN STUDENT. BR-6-2469, University Park: ERIC Clearinghouse on Rural Education and Small Schools, New Mexico State University, 1970. ED 040 815 MF-$1.30 HC-$6.58 159P.
The main body of this research synthesis serves to point out research findings regarding the educationally disadvantaged Indian American school children. Some of the factors reported to be the underlying causes for the educational retardation of the Indian children include (1) the Federal Government's policy of coercive assimilation which has resulted in disorganization of the Indian communities, (2) a lack of self-fulfillment of Indian students at every age level, (3) the negative self-images of the Indian students, and (4) a lack of understanding of cultural differences on the part of many schools.

Darcy, Robert L; and Others. WORKSHOP IN DEVELOPING GUIDELINES FOR PLANNING CAREER DEVELOPMENT PROGRAMS K-12 IN OHIO. Columbus: Ohio State Department of Education, 1971. ED 052 477 MF-$0.65 HC-$3.29 83P.

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The first of these six papers takes a systematic look at the range of current career guidance methods to determine which are most appropriate to which educational and age levels. A model for implementing career development programs at the senior high school level is presented in the second. General considerations regarding rate of change, approaches to change, obstacles to change and the implementation of change comprise the bulk of the third paper. In the fourth, the Developmental Career Guidance Project, aimed at helping inner-city youth become more aware of themselves and their possibilities in their world, is described. The fifth paper discusses, and presents an integrated model for identifying, organizing and using resources in a career development program. The final paper, an introduction to the Economics component of the proposed Ohio Career Development Program, K-12, elaborates its underlying rationale and identifies specific goals to be achieved through it and the overall program.

Dole, Arthur A.; and Others. RACE AS A COMPONENT OF SOCIAL DISTANCE AMONG BLACK AND WHITE SECONDARY SCHOOL STUDENTS AND THEIR TEACHERS. BARRIERS AND ASPIRATIONS--GENERALIZATIONS FROM RESEARCH. BLACK AND WHITE ATTITUDES ABOUT GUIDANCE. OBSERVATIONS FROM THE FIELD. Philadelphia: Graduate School of Education, Pennsylvania University, 1971. ED 054 473 MF-$0.65 HC-$3.29 32P.
All three studies are segments of a larger study carried out in a small Northeastern industrial city of 12,000 population, of which 25 percent is black. In general, while vocational guidance was not found to be blatantly racist in this small city, to many blacks, and some whites, it was not viewed as meeting their needs. For the blacks, it was perceived as racist. The authors feel that the concept "guidance as a service to all" was not operational in this community.

Drumheller, Sidney J. HANDBOOK OF CURRICULUM DESIGN FOR INDIVIDUALIZED INSTRUCTION; A SYSTEMS APPROACH. 1971. Not available from EDRS. Available from Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 ($8.95) 103P.
Precise guidelines for designing and developing curriculum materials from vigorously defined behavioral objectives are presented. The guidelines are designed to enable an educator to identify all the objectives appropriate for a unit of instruction, to define a procedure for ordering or programing objectives into an educational sequence, or to outline the procedures needed for communicating specifications to teachers and to writers.

Evans, Francis Benjamin. A STUDY OF SOCIOCULTURAL CHARACTERISTICS OF MEXICAN-AMERICAN AND ANGLO JUNIOR HIGH STUDENTS AND THE RELATION OF THESE CHARACTERISTICS TO ACHIEVEMENT. Doctoral dissertation submitted to New Mexico State University, Las Cruces, 1969. ED 039 999 MF-$1.95 HC-$9.87 232P.
Purposes of this study were to detect some of the sociocultural differences between Mexican American and Anglo junior high school students; to determine how the sociocultural characteristics of the Mexican American students were related to their language background; and to ascertain how characteristics of both groups were related to their achievement.

Farlow, Barbara A. AN EQUAL CHANCE: HANDBOOK FOR COUNSELING INDIAN STUDENTS. Stevens Point: Wisconsin State University, 1971. ED 050 364 MF-$0.65 HC-$3.29 52P.
This handbook provides educational, vocational and resource information to aid teachers, advisors, and counselors in guiding Indian students. Essentially, the handbook is a resource of contextual insight into the world of the Indian, in order that the counselor, teacher or advisor may be better equipped to understand the world of the Indian, his needs, and his perceptions of a white socioeconomic world.

Harrison, Don K.; and Others. A SET OF GENERALIZATIONS AND IMPLICATIONS FOR NEW DEVELOPMENTS IN GUIDANCE AND PERSONNEL SERVICES: GUIDANCE AND STUDENT SERVICES FOR THE CULTURALLY DIFFERENT. BR-6-2487, Ann Arbor, Mich.: ERIC Clearinghouse on Counseling and Personnel Services, 1970. ED 037 596 MF-$0.65 HC-$3.29 13P.
This set of materials was developed for a special ERIC/CAPS Workshop on "New Developments in Guidance and Personnel Services Guidance and Student Services for the Culturally Different," held at the 1970 American Personnel and Guidance Association Convention in New Orleans, Louisiana. Members of the ERIC/CAPS staff developed generalizations and implications concerning the culturally different.

Johnson, Benton, and Kitchel, Joanne (Eds.) THE CONFERENCE ON UNEXPLORED ASPECTS OF THE DEVELOPMENT OF OCCUPATIONAL GOALS OF YOUTH. (UNIVERSITY OF OREGON, AUGUST 9-13, 1965). SUMMARIZERS' REPORTS. Eugene: Center for Research in Occupational Planning, Oregon University, 1965. ED 036 605 MF-$0.65 HC-$3.29 52P.
The conference featured small group discussions covering six basic topics: (1) What is the structure of the decision-making process? (2) To what extent is occupational choice a rational, ordered, systematic process? (3) What contributions to occupational outcome does the social structure make and what is the effect of the position of the actor in that structure? (4) To what extent are extrapersonal situations effective limitors or determinants of occupational outcome? (5) What is the developmental process leading to an initial occupational commitment? and (6) What is the continuing development of occupation or career after the initial commitment?

Krumboltz, John D. STATING THE GOALS OF COUNSELING, MONOGRAPH NO. ONE. Los Angeles: California Counseling and Guidance Association, 1966. Not available from EDRS. Available from California Personnel and Guidance Association, 654 East Commonwealth Avenue, Fullerton, California 92631. 28P.
Observable behavior change is a more useful goal in counseling than self-acceptance or self-understanding. Goals should be stated as specific behavior changes desired by each client, compatible with the counselor's values, and externally observable.

Mattson, Judith (Ed.) CAPS CAPSULE. THE COUNSELOR AND THE FEMININE PROTEST. VOLUME 4, NUMBER 3 BR-6-2487, Ann Arbor, Mich.: ERIC Clearinghouse on Counseling and Personnel Services, 1971. ED 049 515 MF-$0.65 HC-$3.29 28P.
This issue of CAPS Capsule discusses the basic conflicts in the current roles of women as they relate to the individual female's level of self esteem. Changes in counselor roles and techniques are suggested in order that counselors may respond more adequately to the evolving role of women in American society.

Myers, Roger A. CAREER DEVELOPMENT IN THE COLLEGE YEARS. New York: Teachers College, Columbia University, 1971. ED 050 372 MF-$0.65 HC-$3.29 20P.
This paper concerns itself with two relatively central issues in career development, life stages and choice behavior and focuses on the tasks of the college counselor in regards to them.

Osipow, Samuel H. THEORIES OF CAREER DEVELOPMENT. A COMPARISON OF THE THEORIES. 1968. ED 026 698 MF-$0.65 HC-$3.29 16P.
These seven theories of career development are examined in previous chapters: (1) Roe's personality theory, (2) Holland's career typology theory, (3) the Ginzberg, Ginsburg, Axelrod, and Herma Theory, (4) psychoanalytic conceptions, (5) Super's developmental self-concept theory, (6) other personality theories, and (7) social systems theories. Osipow contrasts them with regard to their strengths and weaknesses.

Petry, Dorthy W.; and Others. VOCATIONAL STUDENTS' PERCEPTION OF GUIDANCE NEEDS: A STUDY CONDUCTED IN MINNESOTA AREA VOCATIONAL TECHNICAL SCHOOLS. MINNESOTA GUIDANCE SERIES. St. Paul: Pupil Personnel Services Section, Minnesota State Department of Education, 1969. ED 036 809 MF-$1.30 HC-$6.58 170P.
The purpose of this study was to collect information on the guidance needs of students in vocational technical schools in Minnesota. The five areas of student concern in this study include housing, financial needs, information relating to school, social and recreational activities, and career plans.

Phillips, Donald S. PERSONAL AND SOCIAL BACKGROUND CHARACTERISTICS OF ENTERING TECHNICIAN EDUCATION STUDENTS AT FOUR POST-HIGH SCHOOL INSTITUTIONS. BR-7-G-014, Stilwater, Research Foundation, Oklahoma State University, 1968. ED 032 388 MF-$1.30 HC-$6.58 139P.
To identify differences and similarities among entering technician education students at four post-high school institutions, data were collected on personal and social background characteristics, socio-economic background, and scholastic aptitude from 724 students. Conclusions based on the findings of this study include: (1) Technician education students make choices with only limited knowledge of available programs and institutions, (2) Technician education students tend to express unrealistic educational objectives, (3) Technician students had limited contact with high school counselors, (4) Reading skills of technician education students tend to be lower than norms for grade 13 students.

Shea, John R.; and Others. YEARS FOR DECISION: A LONGITUDINAL STUDY OF THE EDUCATIONAL AND LABOR MARKET EXPERIENCE OF YOUNG WOMEN. VOLUME ONE. Columbus: Center for Human Resource Research, Ohio State University, 1971. ED 049 376 MF-$1.96 HC-$9.87 245P.
Data collected in a 1968 interview survey of a national probability sample of young women 14-24 years of age are the basis for a 5-year longitudinal study of employment and educational experience. The report analyzes work experience, work attitudes, and plans for the future.

THE BLACK SELF CONCEPT: RESOURCE MANJAL. AN IN-SERVICE TRAINING PROGRAM WHICH FOCUSES ON ASSISTING EDUCATORS OF SCHOOL DISTRICT 65 TO DEVELOP SOME COMMON UNDERSTANDINGS ABOUT CRUCIAL INTEGRATION ISSUES; SCHOOL YEAR 1968-1969. Evanston, Ill.: Evanston School District 65, 1968. ED 036 572 MF-$0.65 HC-$3.29 66P.
The product of two summer institutes to prepare teachers and administrators for school integration, this report contains a resource manual on "The Black Self-Concept."

COUNSELING AND PSYCHOTHERAPY: EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES. Arlington, Va.: Information Center on Exceptional Children, Council for Exceptional Children, 1971. ED 052 573 MF-$0.65 HC-$3.29 25P.
Listed in the bibliography, are 88 references concerning counseling particularly as it is employed with exceptional children, and psychotherapy(including group therapy) particularly in reference to emotionally disturbed children.

A GUIDE FOR DEVELOPMENTAL VOCATIONAL GUIDANCE. GRADES K-12. Oklahoma City: Department of Vocational Technical Education, Oklahoma State Department of Education, 1968. ED 026 532 MF-$1.30 HC-$6.58 168P.
The purpose of this guide is to share with teachers, administrators, and counselors recommendations involving some facets of child development and some basis for vocational decision making. Vocational guides are presented for Grades K-3, Grades 4-6, Grades 7-9 and Grades 10-12. Elements of each guide include: Introduction; objectives of vocational guidance, both general and specific; suggested activities; activity models including goals, activities and resource materials; descriptive information on occupational clusters; periodicals and journals, and additional resources.

HANDBOOK FOR EVALUATING DISADVANTAGED AND HANDICAPPED STUDENTS FOR PLANNING OCCUPATIONAL EDUCATION PROGRAMS. Raleigh: Department of Public Instruction, North Carolina State Board of Education, 1970. ED 052 342 MF-$0.65 HC-$3.29 43P.
This handbook is intended for public school educators who are attempting to identify students with special educational needs, diagnose specific causes, and plan programs to meet these unique needs. To help in the evaluation of disadvantaged and handicapped students, the document presents a descriptive list of conditions and characteristics of these students, suggested procedures for evaluation, sources of information to be used by the evaluation committee, and basal instruments.

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Alschuler, Alfred; and Others. HOW TO DEVELOP ACHIEVEMENT MOTIVATION: A COURSE MANUAL FOR TEACHERS. INTERIM REPORT (FIRST DRAFT). SECTION 2. BR-7-1231, Cambridge, Mass.: Achievement Motivation Development Project, 1969. ED 029 967 MF-$0.65 HC-Not available from EDRS. 194P.
This teacher's manual grows out of a major research project that is attempting to discover the most effective methods of increasing motivation of the adolescent. The history, goals, methods, and rationale for this movement are discussed in some detail. Also, a fairly detailed course outline is provided to suggest how one course was put together.

Bailey, Larry J. (Ed.) FACILITATING CAREER DEVELOPMENT: AN ANNOTATED BIBLIOGRAPHY. FINAL REPORT. Springfield: Vocational and Technical Education Division, Illinois State Board of Vocational Education and Rehabilitation; Carbondale: Southern Illinois University, 1970. ED 042 217 MF-$0.65 HC-$6.58 137P.
This annotated bibliography presents abstracts of publications which focus on finding new directions for implementing career practices within the classroom. It is limited to programs, practices, and techniques which are operational or have demonstrated potential for enhancing the process of career development. The emphasis is on relevance and applicability for comprehensive programs of occupational and career guidance.

Barr, Robert D. (Ed.) VALUES AND YOUTH. Washington, D. C.: National Council for the Social Studies, 1971. ED 055 008 Not available from EDRS. Available from National Council for the Social studies (NEA), 1201 16th Street, N. W., Washington, D. C. 20036 ($2.75) 121P.
Every social studies teacher must consciously move to relate his course to the value dilemmas of youth and the value-laden issues of our time. A variety of writings by youth have been included to serve as source materials for classroom teachers and to provide significant insights into the values of youth.

Barton, Richard F. A PRIMER ON SIMULATION AND GAMING. 1970. ED 044 906 Not available from EDRS. Available from Prentice-Hall, Inc., Englewood Cliffs, N. J. 07632 ($0.95) 239P.
In a primer intended for the administrative professions, for the behavioral sciences, and for education, simulation and its various aspects are defined, illustrated, and explained. Man-model simulation, man-computer simulation, all-computer simulation, and analysis are discussed as techniques for studying object systems (parts of the "real world").

Bertcher, Harvey; and Others. ROLE MODELING AND ROLE PLAYING: A MANUAL FOR VOCATIONAL DEVELOPMENT AND EMPLOYMENT AGENCIES. Ann Arbor, Mich.: Manpower Science Services, Inc., 1971. ED 053 350 MF-$0.65 HC-$6.58 118P.
The manual resulting from the investigation focuses on role modeling and role playing because both have potential in improving the employability of disadvantaged persons. Both also have been used widely in experimental and demonstration projects. The intent of this manual is to serve as a direct and practical tool to employment agencies serving disadvantaged persons. It is also directed to counselors, coaches, community aides, crew chiefs, vocational instructors and basic education instructors.

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Campbell, Robert E., and Vetter, Louise. CAREER GUIDANCE: AN OVERVIEW OF ALTERNATIVE APPROACHES. Columbus: Center for Vocational and Technical Education, Ohio State University, 1971. ED 057 183 MF-$0.65 HC-$3.29 21P.
By presenting a brief overview of alternative approaches to career guidance programs, this publication was designed to serve state-level planners interested in reviewing the key concepts relative to career development and planning. Alternative approaches which received special attention are: (1) occupational exploration, (2) the developmental (K-14) approach, (3) systems approaches, and (4) computer-assisted approaches.

Furner, Beatrice A. CREATIVE WRITING FOR SELF-UNDERSTANDING: APPROACHES AND OUTCOMES. Speech given at the Annual Convention of the National Council of Teachers of English, 1970. ED 052 184 MF-$0.65 HC-$3.29 16P.
Creative writing is considered as a form of creative expression in which the child expresses his ideas, feelings, or reactions. This expression is original and spontaneous, and allows the child to organize his experiences so that they assume a personal meaning. With this experience, the child, through the process of symbolization, adds to his identity. The methodology and creative process steps in a creative writing experience are: (1) motivation period in which to generate interest, develop a mood, and create a need to write; (2) exchange of ideas to crystalize each child's thinking; (3) writing period; (4) exchange of ideas; and (5) follow-up activities, if appropriate.

Gibb, E. Glenadine. CREATIVE PROBLEM SOLVING, PRELIMINARY EDITION. Austin: Research and Development Center for Teacher Education, Texas University, [1970]. ED 037 367 MF-$0.65 HC-$3.29 63P.
Three modules designed to teach creative problem solving are included. Although prepared for mathematics teachers, the situations used are non-mathematical. The modules are entitled "Application of Deferred Judgment," "Recognizing the Real Problem," and "Developing the Solution." Instructor's guides for all modules are included together with the student workbook for the third module.

Gregory, Thomas B. TEACHING FOR PROBLEM-SOLVING: A TEACHING LABORATORY MANUAL (PRELIMINARY EDITION). BR-5-0249, Austin: Research and Development Center for Teacher Education, Texas University, 1970. ED 046 905 MF-$0.65 HC-$3.29 72P.
This manual provides a set of tasks for use in the microteaching context of a Teaching Laboratory to be used in teaching pupils an approach to problem solving. The introduction describes the contents and functioning of the Teaching Laboratory and the way in which the manual should be used. Details of five lessons are then given.

Hansen, Lorraine Sundal; and Others. CAREER GUIDANCE PRACTICES IN SCHOOL AND COMMUNITY. BR-6-2487, Ann Arbor, Mich.: ERIC Clearinghouse on Counseling and Personnel Services, 1970. ED 037 595 MF-$0.65 HC-$6.58 200P.
This monograph is designed to determine what is being done in the nation's schools in the area of career guidance. The monograph is organized into six chapters. Chapter One summarizes principles and trends of career development. Chapter Two describes current practices

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and programs. Chapter Three presents school community projects. Chapter Four discusses computer oriented systems. Chapter Five concerns guidance and vocational education and examples of programs. Chapter Six presents issues and challenges for the future. Included are chapter summaries, supplementary references and a subject index.

Harvey, Robert, and Denby, Robert B. (Comps.) HUMAN RELATIONS IN THE SCHOOLS, SENSITIVITY TRAINING, AND SELF-IMAGE ENHANCEMENT: ABSTRACTS OF ERIC DOCUMENTS. Champaign, Ill.: ERIC Clearinghouse on the Teaching of English, National Council of Teachers of English, 1970. ED 044 400 MF-$0.65 HC-$3.29 53P.
This bibliography is comprised of abstracts of 115 ERIC documents (reports, books, articles, and speeches) on human relations activities for the schools, including sensitivity training and self-image enhancement activities. Six sections cover (1) background material on human relations, (2) general material on the need for intergroup activities, (3) inservice human relations programs (including sensitivity training) for teachers, administrators, and counselors, (4) classroom activities promoting student human relations, (5) self-image enhancement activities, and (6) recent research on self-image development.

Hernandez, John Paul. STUDENT TO STUDENT: HOW CALIFORNIA JUNIOR COLLEGE STUDENTS HELP THEIR FELLOW DISADVANTAGED COLLEGE STUDENTS. Seminar paper, 1968. ED 031 215 MF-$0.65 HC-$3.29 37P.
This report presented a survey of junior college programs that use students to recruit, retain, and follow up disadvantaged students. Programs using students to recruit the disadvantaged at the elementary and junior high school, high school, and community levels were reviewed. Student-to-student programs in the area of retention included the following: recruitment/retention (programs which not only recruit but also retain by providing work in basic skills), tutoring, counseling, financial aids, curriculum advising, and extracurricular activities.

Ivey, Allen E.; and Others. HUMAN INTERACTION: A BEHAVIORAL OBJECTIVES CURRICULUM IN HUMAN RELATIONS. Amherst: School of Education, Massachusetts University, 1970. ED 051 113 MF-$0.65 HC-$3.29 76P.
The University of Massachusetts School of Education has developed a curriculum in human relations--Human Interaction--written from a behavioral frame of reference, whose primary objective is the development of teachers who can act freely and spontaneously with intentionality.

Jackson, Edgar N. GROUP COUNSELING; DYNAMIC POSSIBILITIES OF SMALL GROUPS. 1969. ED 049 400 Not available from EDRS. Available from United Church Press, 1505 Race St., Philadelphia, Pa. 19102 138P.
The volume begins with a discussion of the dynamic nature of small group processes and, more specifically, with how the group might develop social concerns, religious awareness, its own discipline, and the stimulation of individual growth. Group methods for work with junior high youth, senior high youth, young adults, and parents are reviewed.

Jones, G. Brian; and Others. PLANNING AND IMPLEMENTING A COMPREHENSIVE CAREER SYSTEM OF INDIVIDUALIZED GUIDANCE. DESCRIPTION OF A PROGRAM FOR EFFECTIVE PERSONAL PROBLEM SOLVING. THE CCGS PERSONAL AND SOCIAL DEVELOPMENT PROGRAM. Palo Alto, Calif.: Institute for Research in

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Behavioral Sciences; Washington, D. C.: American Personnel and Guidance Association; Santa Clara, Calif.: Santa Clara Unified School District, 1970. ED 041 298 MF-$0.65 HC-$3.29 24P.
It is a systematic approach to the development and evaluation of guidance oriented objectives and related instructional and evaluational experiences for students and parents. Assumptions basic to the design are enumerated prior to descriptions of activities which develop, implement and evaluate the CCGS. Activities in four areas are summarized: (1) guidance needs of students; (2) components to meet these needs; (3) implementation of these components through materials and procedures; and (4) evaluation of the effects of the components.

Lee, Jasper S. OCCUPATIONAL ORIENTATION: AN INTRODUCTION TO THE WORLD OF WORK. State College: Mississippi Research Coordinating Unit for Vocational-Technical Education; Jackson: Division of Vocational and Technical Education, Mississippi State Department of Education, 1971. ED 057 235 MF-$0.65 HC-$9.87 213P.
Developed by curriculum coordinating unit staff, this study guide was designed for use by students in occupational orientation classes. Intended to serve as a central core around which class activities may by structured, the guide includes 17 units on topics.

Lowndes, Douglas. FILM MAKING IN SCHOOLS. 1968. ED 037 069 Not Available from EDRS. Available from Watson-Guptill Publications, 165 W. 46th St., New York, N. Y. 10036 ($8.95) 128P.
A program which used practical film study to extend powers of observation and comment and to help young people (ages 12 through 16) develop an understanding of contemporary society is described in this manual.

McClelland, David C. ACHIEVEMENT MOTIVATION TRAINING FOR POTENTIAL HIGH SCHOOL DROPOUTS. ACHIEVEMENT MOTIVATION DEVELOPMENT PROJECT WORKING PAPER NUMBER 4. Cambridge, Mass.: Graduate School of Education, Harvard University, 1968. ED 029 067 MF-$0.65 HC-$3.29 14P.
This pilot project sought to determine if instruction in achievement motivation would help potential dropouts to complete their schooling. Subjects were tenth grade students in a suburban Boston high school. A one-week residential course during winter and spring vacations was taken by one group of six boys and a second group of four. Course content consisted of learning about the achievement syndrome, exercises in self-study, planning future activities, and learning individual responsibility from group living.

Mattson, Judith (Ed.) PEER COUNSELING. CAPS CAPSULE. VOLUME 3 NUMBER 3. BR-6-2487, Ann Arbor, Mich.: ERIC Clearinghouse on Counseling and Personnel Services, 1970. ED 041 178 MF-$0.65 HC-$3.29 28P.
This issue features the area of peer counseling in the two main articles and a bibliography. Two programs are described--one at the college level, and one in a high school setting.

Niedermeyer, Fred C., and Ellis, Patricia. THE SWRL TUTORIAL PROGRAM: A PROGRESS REPORT. Inglewood, Calif.: Southwest Regional Educational Laboratory, 1969. ED 031 451 MF-$0.65 HC-$3.29
Fifth- and sixth-graders were trained by kindergarten teachers to

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tutor kindergarten pupils in reading by using highly structured practice exercises, selected by teachers for each pupil as part of the SWRL's First-Year Communication Skills Program.

Parnell, Dale; and Others. TEACHER'S GUIDE TO SUTOE (SELF UNDERSTANDING THROUGH OCCUPATIONAL EXPLORATION). 1969. ED 034 227 MF-$0.65 HC-$9.87 201P.
This guide is a revision of the original Teacher's Guide for SUTOE. There are 10 units presented, including: (1) pupil involvement in SUTOE, (2) self appraisal and self understanding, (3) relating school to occupational planning, (4) the individual's role in the economic system, (5) preparing students for in depth career study, (6) evaluating experiences and planning ahead, and (7) final course evaluation and recommendations. The objectives of each unit and the unit length are given in the table of contents. Suggested implementation is provided in the unit plan for each objective.

Pfeiffer, J. William, and Jones, John E. A HANDBOOK OF STRUCTURED EXPERIENCES FOR HUMAN RELATIONS TRAINING. VOLUME I. 1969. ED 037 643 Not available from EDRS. Available from University Associates Press, P. O. Box 615, Iowa City, Iowa 52240 ($3.00) 128P.
First in a series, this human relations training handbook contains three types of structured experiences: unadapted "classic" experiences, highly adapted experiences, and innovated experiences.

Riggs, Corinne W. BIBLIOTHERAPY--AN ANNOTATED BIBLIOGRAPHY. 1968. ED 020 874 Not available from EDRS. Available from International Reading Association, 6 Tyre Ave., Newark, Del. 19711 ($0.50 for members, $0.75 for nonmembers)
This annotated bibliography on bibliotherapy is composed of 138 citations ranging in date from 1936 to 1967. It is designed to aid teachers and librarians in modifying the attitudes and behavior of boys and girls. Its listings are arranged alphabetically according to author under the general divisions of books, periodicals, and unpublished materials.

Sanoff, Joan. SELF AWARENESS THROUGH THE CREATIVE ARTS. Raleigh: North Carolina State Department of Labor, 1971. ED 051 338 MF-$0.65 HC-$3.29 28P.
The development of a positive self concept through various art forms provides the foundation for an exploratory course presented to a group of enrollees in the New Careers Program.

Scheinfeld, Daniel R., and Parker, Melita. THE SHARPER MINDS PROGRAM: GROUP PROBLEM-SOLVING FOR THE DISADVANTAGED. Chicago: Institute for Juvenile Research, 1969. ED 034 827 MF-$0.65 HC-$3.29 17P.
This report describes a group problem-solving approach to educating disadvantaged elementary school children. It is suggested that aggressive verbal exchange and active solution to real life problems are potent tools for helping disadvantaged students become active learners and creative participants in society. Methods for conducting such a group following the so-called Sharper Minds Program are described stepwise, along with suggestions for kinds of problems to be used.

Schultheis, Sister Mariam. BUILDING A BETTER SELF-CONCEPT THROUGH STORY BOOK GUIDANCE. Paper presented at the Language Arts and Reading Conference, 1970. ED 044 251 MF-$0.65 HC-$3.29 6?.

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Bibliotherapy, identifying with a storybook character, is one of the best ways for a child to gain insight into himself and to have a better understanding of himself and others. To begin this technique, it is necessary for the teacher to become well-acquainted with children's books so that he may be able to give capsule summaries of appropriate stories when the right time comes. The teacher might also categorize books for easy access according to children's problems and needs.

Schuman, Claire S., and Tarcov, Oscar. TO CLARIFY OUR PROBLEMS: A GUIDE TO ROLE-PLAYING. New York: Anti-Defamation League of B'nai B'rith. ED 001 976 MF-$0.65 HC-Not Available from EDRS. 7P.
Role playing is an approach to group discussion which attempts to get maximum participation through the acting out, by a few members of the group, of a concrete example of the problem or idea under discussion. The group first decides on a concrete example, falling within the area of discussion and decides character roles and setting. Next the action takes place, followed by discussion focused on the characters and setting. A list of suggested readings on the use of role playing is included.

Seferian, Albert, and Cole, Henry P. ENCOUNTERS IN THINKING: A COMPENDIUM OF CURRICULA FOR PROCESS EDUCATION. Syracuse, N. Y.: Eastern Regional Institute for Education, 1970. ED 049 980 Not available from EDRS. Available from The Creative Education Foundation, Inc., Buffalo State University College, 1300 Elwood Ave., Bishop Hall, Buffalo, N. Y. 14222 ($1.25) 58P.
The authors have defined process education as the systematic . . . cultivation of those generalizable and adaptive behaviors which underlie all creative activity and which the learner engages in to acquire, organize, and utilize information and experience for effective problem solving and productive living. The curricula listed in this document are representative of those identified as having potential for process education, according to stated criteria.

Sutton, Jeannette Schur; and Others. A PROGRAM TO INCREASE THE MOTIVATION OF LOW ACHIEVING STUDENTS. FINAL REPORT. Syosset, N. Y.: Syosset Central School District 2, 1968. ED 036 954 MF-$0.65 HC-$6.58 114P.
A 3-year guidance program to increase achievement level and motivation admitted 73 low achieving 10th graders. Experimental subjects were assigned to seminar or non-seminar groups; controls remained in the usual slow track. Both experimental groups were divided into smaller groups for flexibly programed classes in English, social studies, and reading and for guidance classes; both groups participated in weekly cultural programs and field trips. The seminars for the one group provided individual counseling, conferences, supervised study, and library work. Students were evaluated throughout the program.

Thoreson, C. E.; and Others. BEHAVIORAL SCHOOL COUNSELING: A DEMONSTRATION OF THE STANFORD CAREER PLANNING PROJECT. Washington, D. C.: American Personnel and Guidance Association, 1969. ED 031 721 MF-$0.65 HC-$3.29
The Stanford Career Planning Project designed and tested the effectiveness of three competing experimental treatments for promoting career exploration in adolescents. They were: (1) group structured stimulus

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materials, (2) group social modeling, and (3) a combination of the two. Planned stimulus materials were prepared and used in four group counseling sessions with eight subjects per counseling group. Four video-presented group social models were developed and used in four sessions paralleling the content of the structured stimulus materials.

Vriend, Thelma J. HIGH-PERFORMING INNER-CITY ADOLESCENTS ASSIST LOW-PERFORMING PEERS IN COUNSELING GROUPS. Personnel and Guidance Journal, 1969, 47(9), 897-904.
Operating from the theoretical base that the adolescent social system and group procedures could be incorporated into strategies for improving the school performance of disadvantaged students, a supervised program of peer leadership in counseling and study groups was developed for a group on inner-city high school students. A method of training students to be peer leaders in the groups was developed, and the effects of the program on the academic performance of the selected students were evaluated. In the demonstration program, the example of achieving peers and the support and reinforcement of a group with similar goals provided the impetus for inner-city high school juniors to develop better classroom skills, higher grades, and higher levels of vocational and educational aspirations and expectations.

Ware, Claude, and Gold, Ben K. LOS ANGELES CITY COLLEGE PEER COUNSELING PROGRAM. Los Angeles: Los Angeles City College, 1970. ED 040 713 MF-$0.65 HC-Not available from EDRS. 77P.
A student-counselor-assistant program was initiated at Los Angeles City College (California) in the fall of 1968. Its objectives included determining if these peer counselors could influence the academic success and motivation of socio-economically disadvantaged students to complete the 2-year program, and if they might ultimately help recruit youths into the program.

White, Kinnard, and Allen, Richard. ART COUNSELING IN AN EDUCATIONAL SETTING: SELF CONCEPT CHANGE AMONG PRE-ADOLESCENT BOYS. Winston-Salem: North Carolina Advancement School; Chapel Hill: North Carolina University, 1969. ED 046 011 MF-$0.65 HC-$3.29 17P.
This study was designed to test the hypotheses that (1) pre-adolescent boys show greater growth in positive self-concept when subjected to an art counseling program than when they receive a traditional non-directive counseling program having the same goal; and (2) this difference will continue to exist on into adolescence. Thirty boys who had just completed the sixth grade were subjects for the study. One group of fifteen boys received art counseling; the other group of fifteen boys received only traditional non-directive counseling.

Williams, Susan, and Williamson, Sharon. TEACHER'S GUIDE TO IMAGINATION UNLIMITED. THE MATCH BOOK PROJECT; PROTOTYPE EDITION. BR-5-0710, Boston: Childrens Museum, 1967. ED 034 106 MF-$0.65 HC-$3.29 38P.
The idea of this box of multimedia instructional materials is to surround the children with curious and wonderful objects and experiences which will stimulate them to self-expression. Throughout the box, emphasis is placed upon careful observation and individual interpretation of events.

Zimpfer, David G. GROUP PROCEDURES IN GUIDANCE: A BIBLIOGRAPHY. Rochester, N. Y.. Rochester University, 1969. ED 028 706 Not available from EDRS. Available from New York State Personnel and

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Guidance Association, Room 378, Richardson Hall, 135 Western Ave., Albany, N. Y. 12203, 124P.
This bibliography lists comprehensively the literature and research on group procedures in guidance and counseling in educational settings. Books, dissertations, unpublished documents and journal articles are included.

Zuckerman, David W., and Horn, Robert E. THE GUIDE TO SIMULATION GAMES FOR EDUCATION AND TRAINING. APPENDIX: A BASIC REFERENCE SHELF ON SIMULATION AND GAMING BY PAUL A. TWELKER. Cambridge, Mass.: Information Resources, Inc., 1970. ED 044 930 Not available from EDRS. Available from Information Resources, Inc., 1675 Massachusetts Ave., Cambridge, Mass. 02138 ($17.00) 334P.
Simulation games are classed in this guide by subject area: business, domestic politics, economics, ecology, education, geography, history, international relations, psychology, skill development, sociology, social studies, and urban affairs. A summary description (of roles, objectives, decisions, and purposes), cost producer, playing data (age level, number of players, playing time, and preparation time), materials, and a comment are under the name of each game.

ADMINISTRATOR'S MEMO: YOUTH TUTORING YOUTH. New York: National Commission on Resources for Youth, Inc., 1968. ED 026 340 MF-$0.65 HC-$3.29 20P.
This manual, designed for the use of administrators in implementing a Youth Tutoring Youth Program (developed to encourage positive attitudes in tutors towards going to school, holding jobs, and helping others), outlines the employment of underachieving, disadvantaged 14- and 15-year-old Neighborhood Youth Corps enrollees as tutors for elementary school children.

AMERICAN VALUES. SOCIAL STUDIES. SECONDARY EDUCATION. Honolulu: Office of Instructional Services, Hawaii State Department of Education, 1971. ED 056 918 MF-$0.65 HC-$3.29 18P.
This is one of several individualized learning packets to help students clarify the concept of values. The stated behavioral objectives are that students will: (1) relate their actions to their values; (2) predict the outcome of a survey; (3) conduct, compare, and draw conclusions from a survey; (4) identify some of their values; (5) compare American values with values of Japanese society; and (6) relate values to behavior patterns.

CENTER FOR INDIVIDUALIZED LEARNING. TITLE III PROJECTS, END OF PERIOD REPORT, OCTOBER 1, 1966 TO AUGUST 31, 1968. FINAL REPORT. Abington, Pa.: Abington School District, 1968. ED 039 629 MF-$0.65 HC-Not available from EDRS. 194P.
This final report presents the chronology of planning and operating a Title III grant. The following activities in the Abington School District, Abington, Pennsylvania, were financed in part by the Title III grant: (1) inservice training--teachers learned new approaches and techniques for individualizing instruction involving the use of different media; (2) independent study--an existing program was supplemented with additional staff, equipment, and materials; (3) individualized instructional projects--the materials, resources, and personnel to develop many specially designed individualized learning materials were made available; (4) media and technology--

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the application of media to individualizing learning was achieved through the purchase of additional hardware and the establishment of a media center with trained personnel.

EGO DEVELOPMENT GUIDE FOR PRIMARY GRADE TEACHERS, K-3. PROJECT BEACON. Rochester, N. Y.: Rochester City School District, [1965]. ED 025 813 MF-$0.65 HC-$3.29 54P.
Background information emphasizing the influence of school situations and teacher attitudes and behaviors upon self-concept growth is presented. Following is a series of suggested units for grades kindergarten to three, geared toward enhancing or modifying positively the self-concept of individual pupils. Emphasis is given to the culturally disadvantaged and to Negro children. Suggestions are made for specific activities and ways of relating the units to the other subject areas in the curriculum.

A GUIDE TO INTERGROUP EDUCATION IN MARYLAND SCHOOLS. Baltimore: Division of Instruction, Maryland State Department of Education, 1970. ED 046 824 MF-$0.65 HC-$3.29 30P.
This guide for teachers K-12 is intended to provide knowledge and techniques of implementation on the subject of eliminating prejudice in the schools. Background knowledge is given in the form of objectives of schools and in the nature of prejudice. Implementation methods are suggested for use in the classroom as well as for the use of resources in the community to change negative attitudes toward minority groups.

A GUIDE FOR TEACHERS OF A COURSE IN CAREER EXPLORATION, GRADES 8-9-10. Stillwater: Oklahoma Vocational Research Coordinating Unit, 1970. ED 049 356 MF-$0.65 HC-$6.58 159P.
Developed by counselors and teachers in a workshop setting, this teaching guide should be of value in planning and implementing a course in career exploration. Designed for use in grades 8, 9, and 10, the guide presents creative ideas for the following units: (1) Know Yourself, (2) World of Work, (3) Use of Occupational Information, and (4) Career Educational Planning. Each unit includes stated objectives, suggested activities, evaluation techniques, and sources of recommended instructional materials.

A GUIDE TO WORK EXPERIENCE EDUCATION AND EMPLOYMENT PLACEMENT: A PROGRAM FOR SENIOR HIGH SCHOOLS. Los Angeles: Los Angeles City Schools, 1969. ED 042 002 MF-$0.65 HC-$3.29 78P.
This manual is intended primarily as an operational guide for school and area work experience coordinators in senior high schools. Contents cover: (1) development of the cooperative work experience education program, (2) various types of work experience, and (3) youth guidance and placement service.

A HUMAN RELATIONS CURRICULUM DEVELOPMENT PROJECT CREATED BY THE PACE ASSOCIATION. Cleveland, Ohio: Program for Action by Citizens in Education, [1970]. ED 045 557 MF-$0.65 HC-$3.29 7P.
After two years of experimental teaching and research in suburban high schools, the Cleveland area Human Relations Curriculum Program is being expanded to include the inner-city and elementary schools. In an attempt to increase man's ability to get along with his fellow man, it employs a multimedia approach including films, documentaries, news clips, novels, plays, and role playing.

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IMPROVING INTER-GROUP RELATIONS: A HANDBOOK FOR ADMINISTRATORS AND TEACHERS. Los Angeles: Los Angeles City Schools, 1963. ED 001 593 MF-$0.65 HC-Not available from EDRS. 13P.
Suggestions and techniques are outlined to help the administrator and school staff implement a human relations program aimed at improving inter-group relations. The characteristics of three sample schools located in changing neighborhoods and one school with socio-economic stratifications in the Los Angeles area are described. Areas of ethnic group sensitivity are discussed.

INTERGROUP RELATIONS - A RESOURCE HANDBOOK FOR ELEMENTARY SCHOOL TEACHERS, GRADES 4, 5, AND 6. Albany: New York State Department of Education, University of the State of New York, 1963. ED 001 543 MF-$0.65 HC-Not available from EDRS. 48P.
In improving educational opportunities it is an important step to provide a better knowledge and a broader understanding of minority groups. Such methods and techniques include the use of films, literature, and community resources. These materials should provide new insights for teaching students to understand, accept, and respect individuals who come from cultural backgrounds which are different from their own. A bibliography for both children and teachers concerning intergroup relationships is listed, as are intergroup relation agencies.

LIFE SKILLS: A COURSE IN APPLIED PROBLEM SOLVING. Prince Albert (Saskatchewan) Canada: Saskatchewan NewStart, Inc., 1971. ED 048 611 MF-$0.65 HC-$9.87 204P.
This paper describes a Life Skills Course developed by Saskatchewan NewStart Inc. The course represents an attempt to integrate educational and psychotherapeutic principles and techniques for the development of personal competence in many aspects of life among the disadvantaged. It provides the student with competence in the use of problem solving skills in the areas of self, family, community, leisure, and job. Learning groups are formed which contain approximately ten students and their learning guide who is called a coach. Students participate in about 65 lessons.

MOM, THEY LIKE ME! SUMMARY REPORT ICS (IMPROVE SELF CONCEPT), A THREE YEAR INNOVATIVE PILOT PROJECT FOR LOW ACHIEVING PUPILS. Paw Paw, Mich.: Paw Paw Public Schools, 1970. Ed 046 023 MF-$0.65 HC-$3.29 91P.
The project design included the development of a 12-month program in three phases: (1) summer session, during which relationships between parents, teachers and pupils were developed, (2) a two-week camping program, the purpose of which was to learn through everyday living experiences, and (3) the school year program with its provisions for a personalized curriculum, self-paced instruction, on-the-spot counseling, and a continuous progress concept.

OCCUPATIONAL ORIENTATION: AN INTRODUCTION TO THE WORLD OF WORK. TEACHERS HANDBOOK. PRELIMINARY DRAFT. State College: Curriculum Coordinating Unit, Mississippi State University, 1969. ED 050 279 MF-$0.65 HC-$9.87 226P.
Developed by curriculum coordinating unit staff, this teacher's handbook was prepared for use in planning and implementing a course in career orientation. Material for the course is divided into eight instructional units which correspond to Roe's eight categories, namely: (1) Service, (2) Business Contact, (3) Organization, (4) Technology, (5) Outdoor,

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(6) Science, (7) General Culture, and (8) Arts and Entertainment.

OUR GREATEST CHALLENGE: HUMAN RELATIONS GUIDE TO INTERGROUP EDUCATION IN SCHOOLS. Harrisburg: Department of Public Instruction, Commonwealth of Pennsylvania, 1962. ED 001 035 MF-$0.65 HC-Not available from EDRS. 57P.
The classroom techniques for intergroup education are divided between elementary and secondary grades. In elementary grades, special techniques are applied to social studies language arts, science, mathematics, art education, music education, health and physical education. The techniques in the secondary schools are applied to U. S. history, world history, and world cultures, civics, problems of American democracy, geography, economics, English, modern foreign languages, science, mathematics, vocational arts, music, and physical education. Group life in school as well as intergroup relations is explained. The role of the teacher and the administration are presented.

PROCEEDINGS FOURTH ANNUAL CONFERENCE OF GUIDANCE PERSONNEL IN OCCUPATIONAL EDUCATION. Albany: Bureau of Guidance, New York State Education Department, 1970. ED 047 326 MF-$0.65 HC-$3.29 62P.
The conference reaffirmed that nearly all Americans have needs for the facilitation of career development. In order to meet such needs one must purposely examine: (1) the outcomes which vocational guidance and placement are intended to facilitate; (2) the processes by which persons attain such outcomes and factors which thwart or negate such development; (3) the preparation, competencies, and skills which must be possessed by those who facilitate the outcomes; (4) the potential contributions of different specialists; and (5) the technology or media which can strengthen the potential impact of these personnel. (RSM)

PROJECT ESSAY. THE DEVELOPMENT AND TESTING OF INSTRUCTIONAL MATERIALS TO ENCOURAGE SELF-UNDERSTANDING AND SELF-DIRECTION IN ADOLESCENT YOUTH. FINAL REPORT. BR-9-E-109, Dearborn, Mich.: Dearborn Public Schools, 1971. ED 048 081 MF-$0.65 HC-$3.29 19P.
The objective of the project reported here was to devise and put into operation a social studies program for junior high school students in the seventh and eighth grades. The objectives for this program were to develop the informed individual with: (1) a good self-concept with a sense of individual worth; (2) a sense of moral judgment; (3) a valid understanding of the nature of race and of the many misconceptions about race now prevalent; (4) respect ethnic groups and their achievements; (5) understanding of the nature of conflict as a constant in human living and of socially acceptable ways of resolving it; and (6) understanding of the many roles an individual assumes as a member of society and the influence these roles have upon him.

SUGGESTED TEACHING-LEARNING APPROACHES FOR CAREER DEVELOPMENT IN THE CURRICULUM. Minneapolis: College of Education, Minnesota University, 1968. ED 053 289 MF-$0.65 HC-$6.58 182P.
Resulting from a conference were teacher formulated behavioral objectives and activities that should prove useful in needed program development. In most instances the stated objective is followed by a statement of rationale, enabling objectives, and innovative teaching-learning approaches.

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VOCATIONAL GUIDANCE MODELS, A REVIEW. Albany: Bureau of Guidance, New York State Education Department, 1969 . ED 038 533 MF-$0.65 HC-$3.29 53P.
The five projects presented in this report illustrate different approaches to vocational guidance.

WORLD OF WORK: GRADE NINE. TEACHER'S GUIDE FOR THE SCHOOL YEAR 1967-1968. Minneapolis, Minn.: Minneapolis Public Schools, 1968. ED 031 723 MF-$0.65 HC-$3.29 36P.
This manual is designed to serve the classroom teacher as a guide to the accompanying televised series of programs on the world of work. The Television Series is designed to give a broad overview of many occupations, by bringing into the classroom more than fifty "guests" from all levels of preparation: the semi-skilled, the skilled, the technical, and the professional.

THE WORLD OF WORK: INCREASING THE VOCATIONAL AWARENESS OF ELEMENTARY SCHOOL CHILDREN. A GUIDEBOOK FOR TEACHERS AND GUIDANCE COUNSELORS. Trenton: Division of Vocational Education, New Jersey State Department of Education, 1969. ED 038 511 MF-$0.65 HC-$3.29 65P.
This guidebook was developed to enhance teaching techniques and related media for expanding the vocational awareness of elementary school children. The emphasis is placed on approaches that should enrich the child's understanding of work as a function of man, the importance of the development of man's abilities in relation to the progress of his civilization, and on how the child may relate these to his own individuality.

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Foster, Florence P. PLANNING PARENT-IMPLEMENTED PROGRAMS: A GUIDE FOR PARENTS, SCHOOLS AND COMMUNITIES. Trenton: New Jersey State Department of Education, 1969. ED 036 322 MF-$0.65 HC-$3.29 53P.
This booklet is the product of a small but diverse group of parents and professionals who came together to try to alleviate the problems posed by the escalating struggle for power in the schools. Follow Through is explained as an extension of Head Start and the booklet relates some of the work of the New Jersey Work-Study Conference which proposed a plan for parent involvement.

Jones, W. Ron; and Others. FINDING COMMUNITY: A GUIDE TO COMMUNITY RESEARCH AND ACTION. 1971. ED 051 034 Document not available from EDRS. Available from James E. Freel and Associates, 577 College Avenue, Palo Alto, California 94306 ($3.45), 224P.
For those concerned with contemporary social problems, whether as students, members of community groups, or individual citizens, this book attempts not only to describe the issues, but also to offer some starting points for local research and action. As an educational tool, it is based on the belief that a good way to learn about a community is to get involved with it.

Joslin, Leeman C. (Ed.) PROCEEDINGS OF THE NATIONAL SEMINAR ON VOCATIONAL GUIDANCE IN THE PREPARATION OF COUNSELORS (UNIVERSITY OF MISSOURI, COLUMBUS, MISSOURI, AUGUST 20 - 25, 1967). Washington, D.C.: American Personnel and Guidance Association; American Vocational Association, 1967. ED 024 826 MF-$1.30 HC-$6.58 137P.
The major emphases of the seminar were: (1) programs and services needed to facilitate vocational development of youth and adults, (2) the preparation of personnel to staff these programs and provide these services, and (3) available and potential resources to enhance the vocational aspects of counseling and counselor education programs.

McDaniels, Carl (Ed.) CONFERENCE ON VOCATIONAL ASPECTS OF COUNSELOR EDUCATION HELD AT AIRLIE HOUSE, WARRENTON, VIRGINIA, DECEMBER 12-15, 1965. Washington, D.C.: George Washington University, 1966. ED 010 016 MF-$1.30 HC-$6.58 101P.
Background Papers at the conference included--(1)"Needed Counselor Competencies in Vocational Aspects of Counseling and Guidance," by K. B. Hoyt, (2) "Survey of Current Training Approaches, Format Materials, and Curriculum Content in Vocation Aspects of Counselor Education," by R. W. Strowig and F. A. Ferrone, (3) "Research in Vocational Development--Implications for the Vocational Aspects of Counselor Education," by H. Borow, (4) " Some Proposed New Developments in Vocational Aspects of Counselor Education," by J. W. Loughary, and (5) "Manpower Legislation of the Sixties--A Threat and a Promise," by T. J. Cote.

Nix, Harold L. IDENTIFICATION OF LEADERS AND THEIR INVOLVEMENT IN THE PLANNING PROCESS. Washington, D.C.: Public Health Service (DHEW), 1970. ED 047 231 MF-$C.65 HC-$3.29 55P.
Attention is focused upon the interstitial, or inbetween, groups of organizations in the communities, as well as upon the conjunctive or competitive nature of the relationships within them. An effort is then made to offer some modifications to the many classifications of types

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of community leaders and structures of community power. Attention is further directed to the identification of community leaders, organizations, and factions and to their involvement in the health-planning processes.

Purdy, Leslie. A STUDENT VOLUNTEER SERVICES BUREAU. Los Angeles: ERIC Clearinghouse for Junior College Information, California University, 1971. ED 053 719 MF-$0.65 HC-$3.29 24P.
This topical paper discusses a proposal for a student volunteer agency operating with or under the auspices of a college, but as an alternative to a comprehensive community college education.

Rittenhouse, Carl H. PARAPROFESSIONAL AIDES IN EDUCATION. PREP-XII. Washington, D.C.: Division of Information, Technology, and Dissemination, Office of Education (DHEW), 1969. ED 034 906 MF-$0.65 HC-$3.29 53P.
The nine documents in this kit are the result of a nationwide survey of research and development findings and current practices in the use of paraprofessional aides. The subjects discussed in this report are: planning, funding, and administering aide programs, roles and functions of aides; recruitment, placement and supervision of aides; evaluation of aide performance and programs. Also included are a list of sources for aide program information, samples of aide training programs and a list of current related documents available from ERIC.

Sayler, Mary Lou. PARENTS: ACTIVE PARTNERS IN EDUCATION. A STUDY/ ACTION PUBLICATION. Washington, D.C. American Association of Elementary, Kindergarten, and Nursery Educators, 1971. ED 050 823 MF-$0.65 HC-$3.29 33P.
This pamphlet describes a program to promote effective home-school relations and reflects the belief that parent-teacher cooperation is essential for the best education for children. Discussed are specific steps that teachers can take to involve parents in the classroom and some of the fears and attitudes that may influence the behavior and effectiveness of parents.

Swanson, Mary T. YOUR VOLUNTEER PROGRAM: ORGANIZATION AND ADMINISTRATION OF VOLUNTEER PROGRAMS. Ankeny, Iowa: Des Moines Area Community College, 1970. ED 052 414 MF-$1.96 HC-$9.87 205P.
This handbook presents the steps that must be taken to assure an effective and meaningful volunteer program. The handbook is comprised of the following chapters: I. Volunteering--History and Philosophy; II. Areas of Volunteering; III. Board--Purpose and Functions; IV. Organizations of Volunteer Service; V. Recruitment and Promotion; VI. Interview and Placement; VII. Orientation of Volunteers; VIII. Retention of Volunteers; IX. Record Keeping; X. Budgets and Financing; and XI. Evaluation of Program.

Tanck, James. COLLEGE VOLUNTEERS. A GUIDE TO ACTION: HELPING STUDENTS TO HELP OTHERS. Washington, D.C.: National Program for Voluntary Action, 1969. ED 052 694 MF-$0.65 HC-$3.29 83P.
This manual describes a variety of approaches a college or university can take to support student volunteers. It summarizes six models of volunteer programs currently in use on campuses and describes in detail a seventh "comprenensive" model that allows the school to assist and give general direction but permits students freedom to run their own programs.

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FEASIBILITY STUDY OF CAREER LADDER CURRICULUM AND GUIDANCE AND COUNSELING. Sacramento: California State Advisory Council on Vocational Education and Technical Training, 1971, ED 050 260 MF-$0.65 HC-$3.29 24P.
Discussions with council members, a review of relevant documents, contacts with legislative personnel, and interviews with vocational personnel in the California State Department of Education were the sources of information used to determine the feasibility of a "Career Ladder" curriculum. It was concluded that the career preparation of all people must be developed on a broad basis, that vocational education must be introduced at the kindergarten level and carried on through the community college level, and that the career ladder concept may be the most desirable curriculum to achieve these results.

HANDBOOK FOR COMMUNITY ORGANIZATION. Durham, N.D.: Foundation for Community Development, 1969. ED 053 357 MF-$0.65 HC-$3.29 62P.
This booklet is designed to assist persons who are beginning to work as community organizers. Community organization follows certain patterns: (1) the organizer must enter the neighborhood and learn about its people and problems in the community; (2) the people then get together to form Neighborhood Councils to work on the specific problems of their neighborhood; (3) these councils develop strength through successfully dealing with neighborhood problems.

HOW TO ORGANIZE A SCHOOL VOLUNTEER PROGRAM IN INDIVIDUAL SCHOOLS AND SUGGESTED VOLUNTEER AIDS. Los Angeles; Los Angeles City Schools, 1968. ED 036 463 MF-$0.65 HC-$3.29 45P.
The publication describes School Volunteer Program of Los Angeles. The purpose of this pamphlet is to describe the general operation of the program and to introduce a variety of materials and guidelines related to the following topics: (1) recruitment and selection procedures, (2) preservice orientation and inservice training of school volunteers, (3) program administration and organization (including a differentiation of the responsibilities of staff coordinator, classroom teacher, school volunteer chairman, volunteer area coordinator, and school volunteer); and (4) suggested areas of service (differentiating responsibilities according to services requiring minimal, average, or special skills or training.)

IMPLICATIONS OF CAREER DEVELOPMENT THEORY AND RESEARCH FOR COUNSELOR EDUCATION. BR-6-1886, New York: Teachers College, Columbia University, 1967. ED 024 078 MF-$1.95 HC-$9.87 214P.
The major presentations, printed here, consisted of: (1) recent methods of modifying traditional teaching-learning relationships; (2) recent findings from the career pattern study; (3) recent developments and prospects in occupational fact mediation; (4) sociological aspects of career development; (5) the psychology of time utilization; (6) recent findings collected by the American College Testing Program and the National Merit Scholarship Corporation; and (7) the disadvantaged and vocational development.

A MANUAL FOR GUIDANCE PERSONNEL IN AREA OCCUPATIONAL CENTERS AND IN ALL OCCUPATIONAL EDUCATION SETTINGS. Albany: Bureau of Guidance, New York State Education Department, 1970. ED 041 120 MF-$0.65 HC-$3.29 42P.
Guidelines for specific service areas of occupational guidance cover selection and admission, counseling, student appraisal, coordination, student and public information, job placement, and evaluation and research.

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In each of these areas, guidance personnel will find objectives, needed aids and activities for accomplishing objectives, current and suggested offerings by New York State Area Occupational Centers, suggestions or comments for performance, and useful forms and materials.

PARENTS AS PARTNERS IN DEPARTMENT PROGRAMS FOR CHILDREN AND YOUTH, A REPORT TO THE SECRETARY OF THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. Washington, D.C.: Task Force on Parent Participation, Department of Health Education and Welfare, 1968. ED 050 185 MF-$0.65 HC-$3.29 65P.
Participation includes membership of parents on advisory committees, opportunities for parents to serve as volunteers and employees, and a family-centered focus and maximum coordination of services in health, education, and welfare programs designed to serve children and youth. Particular emphasis should be placed on programs for poor families and those of minority-group status. It is necessary to develop programs that strengthen the family unit, which is under many diverse stresses and pressures.

PROGRAM RESOURCE HANDBOOK. Terre Haute, Ind.: Vigo County Public Library, 1970. ED 046 484 MF-$0.65 HC-$3.29 81P.
The program resource handbook brings together individuals, groups and organizations who are constantly looking for resource materials for programs and those who are looking for opportunities to present their programs and services to the public.

SUGGESTED TEACHING-LEARNING APPROACHES FOR CAREER DEVELOPMENT IN THE CURRICULUM. Minneapolis: College of Education, Minnesota University, 1968. ED 053 289 MF-$1.30 HC-$6.58 182P.
Recognizing the need to provide classroom teachers with teaching aids usable in career development, a federally subsidized project was conducted by the University of Minnesota during the summer of 1968. Resulting from this conference were teacher formulated behavioral objectives and activities that should prove useful in needed program development.

A WORKING CURRICULUM PAPER ON TECHNOLOGY AND THE WORLD OF WORK AND CAREERS. Cleveland, Ohio: Department of Education, Case Western Reserve University, 1970. ED 052 359 MF-$0.65 HC-$3.29 20P.
This paper is concerned with technology as an area of study in education and how children might learn about technology. The curriculum strategy is intended to help the student gain the skills needed to enable him to earn his way in society, to understand his part in the work force, to understand how technology affects his life, to try out tentative career directions, and to find out about his skills, abilities, interests, beliefs, and values as they apply to technology, the "world of work", and "self."

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Alkin, Marvin C., and Woolley, Dale C. A MODEL FOR EDUCATIONAL EVALUATION. Paper presented for PLEDGE Conference, 1969. ED 036 898 MF-$0.65 HC-$3.29 12P.
An evaluation model is presented for educational decision makers with evaluation defined as "the process of ascertaining the decision areas of concern, selecting appropriate information, and collecting and analyzing information in order to report summary data useful to decision-makers selecting among alternatives."

Anderson, Dale G.; and Others. GUIDANCE EVALUATION GUIDELINES. GUIDELINES FOR EVALUATION OF COUNSELING AND GUIDANCE PROGRAMS. Olympia: Washington State Board of Education; Pullman: Washington State University, 1967. ED 049 480 MF-$0.65 HC-$3.29 37P.
After a short discussion of: (1) the importance of evaluation, (2) its guiding philosophy, (3) evaluation of staff qualities, and (4) evaluation techniques, the dimensions of an evaluation study are delineated. They include: (1) organizational and administrative structure, (2) physical facilities, (3) guidance personnel, and (4) guidance services.

Bosdell, Betty. RESEARCH GUIDELINES FOR HIGH SCHOOL COUNSELORS. New York: College Entrance Examination Board, 1967. ED 017 956 Not available from EDRS.
This research guideline includes seven articles on methodology by which school counselors can design and conduct research studies relevant to their own schools and districts. Generalizations concerning the initiation of the study, procedures for analyzing and reporting the data, and interpretation of the data are given in the introduction.

Campbell, Robert E.; and Others. THE SYSTEMS APPROACH: AN EMERGING BEHAVIORAL MODEL FOR VOCATIONAL GUIDANCE. A SUMMARY REPORT. RESEARCH AND DEVELOPMENT SERIES NO. 45. BR-7-0158, Columbus: Center for Vocational and Technical Education, Ohio State University, 1971. ED 047 127 MF-$0.65 HC-$3.29 33P.
The primary purpose of this project was to develop a procedural model for improving vocational guidance programs in senior high schools. Using a systems approach, the model: (1) emphasizes student behavioral objectives, (2) gives alternative methods for accomplishing these objectives, (3) provides program evaluation strategies, (4) incorporates guidelines for program change adjustments, and (5) can be operationally demonstrated in pilot locations and subsequently replicated in other locations.

Glessner, Leonard E. HANDBOOK FOR EVALUATORS. Pittsburgh, Pa.: Office of Research, Pittsburgh Public Schools, 1969. ED 035 980 MF-$0.65 HC-$3.29 62P.
This handbook, designed as a guide for new evaluators in the Pittsburgh Public Schools, provides an orientation to the "Discrepancy Evaluation Model" and a detailed outline of the administrative procedures necessary to conduct day-to-day activities in the first two stages of program evaluation.

Gordon, Edmund W. 1970 APGA RESEARCH TRAINING PROGRAM. FINAL REPORT. BR-0-0184, Washington, D. C.: American Personnel and Guidance

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Association; New York: Teachers College, Columbia University, 1971. ED 056 351 MF-$0.65 HC-$3.29 62P.
This report describes the initial planning, participant selection, and participant evaluation of 5 1970 American Personnel and Guidance Association (APGA) Research Training Sessions. All were designed specifically to improve the quality of research skills and competencies of trained counselor educators. The 5 sessions, each 5 days long, were entitled: (1) Computer Technology in Guidance; (2) Systems Research for Counselors, Counselor Educators and Supervisors; (3) Utilizing Research to Improve Counseling Programs; (4) Field Oriented Research in Ecological Studies and Development Models for Counselors, Counselor-Educators, and Supervisors; and (5) Problems of Research Supervision and Consultation.

Hiemstra, Roger P. PROGRAM PLANNING AND EVALUATION: A BIBLIOGRAPHY. Lincoln: Department of Adult and Continuing Education, Nebraska University, 1971. ED 056 285 MF-$0.65 HC-$3.29 22P.
Meant to serve as a guide to literature concerning program planning and evaluation, the format of this bibliography is a simple planning and evaluation model. The bibliographic material cited is related to one of the four model components, as follows: (1) Clientel Analysis and Need; (2) Establishing Objectives; (3) Program Planning (Models, Principles and Procedures; Tools; General and Miscellaneous Planning Information; and Decision-Making/Problem Solving); and (4) Evaluation. The 229 items cited are either books or journal articles.

Hilton, Thomas L. COMMUNITY AND SCHOOL CLIMATE QUESTIONNAIRE. BR-6-1830, Princeton, N. J.: Educational Testing Service, 1971. ED 056 065 Not available separately; see TM 000 861. 13P.
The three part questionnaire is designed to elicit responses from administrators, counselors, teachers and students. Part one queries administrators and counselors regarding community, school and counseling statistics. Part two examines teacher attitudes toward vocational and technical education, while the last section elicits student response to current vocational programs, to the counseling programs in their school and to their future plans. See also TM 000 861-862, 864, and TM 000 915-916.

Isaac, Stephen, and Michael, William B. HANDBOOK IN RESEARCH AND EVALUATION. 1971. ED 051 311 Not available from EDRS. Available from Robert R. Knapp, Publisher, P. O. Box 7234, San Diego, Calif. 92107 ($4.95) 193P.
This book contains a collection of principles, methods, and strategies useful in the planning, design, and evaluation of studies in education and the behavioral sciences. It is not a technical, detailed study, but an overview, a summary of alternatives, an exhibit of models, and a listing of strengths and weaknesses, useful as a checking and comparing aid for researchers.

Nix, Harold L. IDENTIFICATION OF LEADERS AND THEIR INVOLVEMENT IN THE PLANNING PROCESS. Washington, D. C.: Public Health Service (DHEW), 1970. ED 047 231 MF-$0.65 HC-Not available from EDRS. Available from Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., 20402 ($0.35) 55P.
Attention is focused upon the interstitial, or inbetween, groups of organizations in the community, as well as upon the conjunctive or

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competitive nature of the relationships within them. An effort is then made to offer some modifications to the many classifications of types of community leaders and structures of community power. Attention is further directed to the identification of community leaders, organizations, and factions and to their involvement in the health-planning processes.

Ryan, T. A. AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION 1970 PRESESSION SYSTEMS RESEARCH FOR COUNSELORS, COUNSELOR EDUCATORS, AND SUPERVISORS. FINAL REPORT. Honolulu: Hawaii University, 1970. ED 042 225 MF-$0.65 HC-$3.29 34P.
This is a report of a five-day training session on systems research for counselors, counselor educators, and supervisors. The training session was an advanced program dealing with the use of systems research for planning and evaluating counseling, counselor education, supervision and related programs. The primary aims of the program were to: (1) develop participants' knowledge and understanding of systems research concepts and principles; and (2) to develop participants' proficiency in using systems techniques for planning and evaluating counseling, counselor education, supervision, and related areas.

Skelton, Gail J., and Hensel, J. W. THE CHANGE PROCESS IN EDUCATION: A SELECTED AND ANNOTATED BIBLIOGRAPHY. FINAL REPORT. BR-7-0158, Columbus: Center for Vocational and Technical Education, Ohio State University, 1970. ED 041 108 MF-$0.65 HC-$3.29 97P.
This document was developed as a working paper by a research staff concerned with the change process in vocational and technical education. Abstracts are arranged under the following headings: (1) Empirical Works on the Change Process, (2) Theoretical or Non-Empirical Works on the Change Process, (3) Collections of Readings on the Change Process, (4) Bibliographies on the Change Process, and (5) Works from Dissertation Abstracts.

Spiess, Kathryn H. (Ed.) A GUIDE TO EVALUATION: MASSACHUSETTS INFORMATION FEEDBACK SYSTEM FOR VOCATIONAL EDUCATION. FIRST TECHNICAL PROGRESS REPORT. Boston: Massachusetts Research Coordinating Unit for Vocational Education, 1969. ED 034 071 MF-$0.65 HC-$6.58 121P.
A total educational information system for evaluation of vocational education in Massachusetts is described. Specifically, the evaluation guide describes the evaluation plan, reveals the philosophy of evaluation upon which the design was built, outlines the processes of evaluation called for in the design, introduces the forms for data collection that will be used in the design, and acts as a reference manual for those persons at the local level responsible for conducting specified segments of the design.

Stufflebeam, Daniel L. EVALUATION AS ENLIGHTENMENT FOR DECISION-MAKING. Columbus: Evaluation Center, Ohio State University, 1968. ED 048 333 MF-$0.65 HC-$3.29 52P.
The need for competent formal evaluation programs, particularly for new federally assisted programs, is expressed. Problems in defining educational evaluation and its requirements, in designing such evaluations, and 3 possible sources of faulty conceptual bases for evaluations, are presented. An attempt is made to define evaluation in general, to analyze emergent problems of educational change, and to identify the types of decisions for which evaluations are needed in these programs.

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Wear, Maurice, and Basom, Myron. ACCOUNTABILITY IN EDUCATION. EDUCATIONAL ADMINISTRATION WORKSHOP. SUMMER, 1970. Laramie: College of Education, Wyoming University, 1970. ED 055 359 MF-$0.65 HC-$3.29 89P.
The writings discuss accountability at the national, state, and local levels and explain the application of planning, programing, and budgeting systems to the accountability concept. The report presents methods for evaluating both schools and their staffs as means for implementing an accountability system. Appendixes include a paper explaining performance evaluation, a list of internal and external evaluation guides, and a bibliography of evaluation criteria materials.

Wick, John W., and Beggs, Donald L. EVALUATION FOR DECISION-MAKING IN THE SCHOOLS. 1971. ED 053 221 Not available from EDRS. Available from Houghton Mifflin Company, 53 West 43rd St., New York, N. Y. 10036 ($4.85) 268P.
This book was written for teachers, administrators, professional specialists in the schools, and students in training in an effort to acquaint them with educational research and measurement techniques produced by experts in these areas.

FLORIDA'S STRATEGY FOR STIMULATING CONSTRUCTIVE CHANGE AND SELF-RENEWAL IN EDUCATION. Tallahassee: Florida State Department of Education, 1971. ED 055 051 MF-$0.65 HC-$3.29 10P.
The state's strategy for stimulating constructive change is to help clarify objectives, develop analysis techniques, and stimulate self-renewal. Each of these elements is considered in some detail.